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ABSTRACT

Intended for use by local school districts, the manual provides guidelines for implementation of the Project APT (Application of Psychological Theory) inservice training course for teachers and administrators--a 10-week course presenting principles of reinforcement, general classroom management, objective writing, and task analysis for management of behavioral problems in the classroom. The first section reviews the goals and history of Project APT. Section 2 consists of an administrative process guide; and includes information in such areas as personnel required, steps to follow in program implementation, and a sample needs assessment survey. The 10-week course syllabus is provided in Section 3, with an explanation of the videotaping process used in training. Section 4 consists of the instructor's manual with the curriculum for each session and a copy of the test used. A guide for critique of videotapes is presented in Section 5. Section 6 provides a format for evaluation of the training program, covering such areas as goal identification, research design, selection of criterion instruments, an evaluation checklist, and copies of worksheets. (IM)

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A MANUAL FOR THE IMPLEMENTATION IN LOCAL SCHOOL DISTRICTS OF THE PROJECT APT IN-SERVICE TRAINING COURSE FOR TEACHERS

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PUBLISHED BY

PROJECT APT
Merrimack School District
Merrimack, New Hampshire

Claude H. Leavitt, Superintendent

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FORWORD

The following Manual is the outgrowth of Project APT's three years as an ESEA Title III Project plus a fourth year of research funded by Sec. 306, ESEA Title III of the United States Office of Education.

This is a practical, "process" manual planned for local school districts wishing to implement the Project APT In-Service Training Course for Teachers which have available as the Course Instructor a person of advanced skill and training in classroom management, reinforcement theory, and behavioral management. Project APT does not recommend its use by Instructors who have had no more than a basic course in behavioral management.

While flexibility for local needs and conditions has been anticipated, our four years of evaluation would indicate that districts following as closely as possible the recommendations in the text can expect more successful results.

The book has been designed so that each section can be removed and used independently by the person(s) responsible for the specific activities covered by the section.

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PROJECT APT IN A NUTSHELL

AN OVERVIEW

THE AIM

The Aim of the Project APT In-Service Course for Teachers is to help children help themselves by developing more effective ways of meshing the two facets of education——the group and the individual——through training teachers and administrators in the application of reinforcement theory and motivational goal setting.

THE PHILOSOPHY

In contrast to other similar Courses which have been visited or read about by the Project staff, Project APT's training approach to behavioral management appears to be unique in that:

1. It has a major concern for the affective aspects of children and teacher changes rather than total emphasis upon behavioral changes.
2. It believes in complete individualization of needs as opposed to blanket programs for either teachers or children.
3. By focusing training on regular classroom teachers, all children are served, not just those with severe behavioral problems, and a continuum prevails during all the teaching years of a Course participant for the benefit of a growing number of children.
4. It uses videotapes of classrooms of Course participants as both a self-evaluating mechanism for a participant and as a record-keeping and evaluating device for the Course Instructor.
5. It does not believe in one-way manipulation, either of children by teachers or teachers by children. The Course is dependent upon the mutual sharing of ideas, goals, and programs between teachers and children——and, by extension, between the APT Instructor and Course participants.

THE ASSUMPTIONS

——Teachers can learn to resolve classroom problems independently.

——Schools can and must be humanized.

——Learning-oriented behavior is a prerequisite to effective academic learning.

——Behavior which is exhibited in school, whether academic or social, has to be managed in a positive fashion for all.

——The traditional individual case study approach which focuses on causal factors, does not appear to be effective for reaching large numbers of students in a school system.

——The process of changing human behavior cannot be hurried. Teachers and children alike need time to learn, adjust and then adopt to new ways of doing things.

——Confidentiality of Course tapes and materials is essential to the establishment of trust between the Instructor and Course participants.

——Evaluation is a requirement of the APT Course. It is essential that both the school and the public know whether in-service training programs are meeting their goals and whether changes taking place are, in fact, the result of the training programs.

THE COURSE

The Project APT Teacher Course is designed to include both academic and practical training. The Course, which runs ten (10) weeks, has a weekly two-hour class session presenting principles of reinforcement, general classroom management, objective writing, and task analysis. In addition, weekly classroom activities are carried out. Each participant selects his or her own priorities for change or experimentation. Children in the classrooms of the participants are also involved in planning rules, choosing reward alternatives and selecting their own goals.

Integral to the success of the APT Course is videotaping of the classrooms of Course participants. Each teacher has his or her classroom taped at least five (5) times within the period of the Course. At a released time period, the teacher has an individual conference with the Instructor. They critique the tapes, assess the success of programs instituted by the teachers and together make decisions about any needed changes. Alternative activities are planned for non-classroom personnel taking the Course.

Videotaping of a Course participant's classroom is done by an assistant during the school day while the teacher is conducting regular classroom activities.

Following the taping, a substitute takes over in the participant's classroom while he or she goes to another room to view the tape with the Course Instructor and have a private consulting session.

All Course participants are required to pass a post-test with a score of at least fifteen (15) correct answers out of twenty (20) questions. The post-test score, checked against the learner's pre-test score, signifies the change gain in theory comprehension as a result of the Course.

project APT

.....to help children and adults grow –

...an ESEA Title III project in MERRIMACK, NEW HAMPSHIRE

new hampshire state dept. of education

SOME OF THE MANY WHO MADE IT HAPPEN —

Commissioner of Education	Dr. Newell J. Paire
Deputy Commissioner	Dr. Robert Brunelle
Division of Instruction	Mr. Frank Brown
Director of ESEA Title III	Mr. John Nay
Superintendent of Schools	Mr. Claude Leavitt
Executive Board Chairman	-- Rotating --
Advisory Board Chairman	-- Rotating --
Project Director	Miss Helen Evans
Consulting Psychologist	Mrs. Barbara Pitsch

This booklet has been produced in order that you may easily understand more about Project APT --- how it was initiated, the programs it developed, and its accomplishments.

The project, as well as this booklet, were funded by: E.S.E.A. Title III - - of the New Hampshire State Department of Education.

Text & Graphics: Victor Walton

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CLAUDE H. LEAVITT
Superintendent of Schools
JAMES M. O'NEIL
Assistant Superintendent
RODNEY F. MANSFIELD
Assistant Superintendent

November 12, 1974

Dear Fellow Educator:

There is nothing more pleasant than to tell a story of success.

During the 1969-70 school year a Needs Assessment Survey was conducted of teachers in the Merrimack School District. The survey results indicated that teachers perceived the need for more information for solving problems related to child motivation and behavior. This information prompted a district application for an ESEA Title III grant to carry out an in-service training program on classroom and behavioral management which placed major emphasis on practicum.

Thus was born The Application of Psychological Theory In the Classroom. The stated goal of Project APT was, to enable children of the Merrimack School District to learn and function more effectively in the classroom through the creation of an in-service training program for teachers in the use of reenforcement theory and classroom management techniques. To ensure carryover to the home a related program for parents was also sustained by the local school district.

Three years of Project APT have passed. Our goal has been met. Its success is to be credited to the concepts of the project itself; support and reenforcement. Our teachers, administrators, school board and parents have all given support and reenforcement. Perhaps most important of all has been the application and acceptance by the children involved. This has been truly, a community project.

Test results indicate children are functioning more effectively in the classroom and significant behavior changes are evident. Teachers recognize that our motto APT Cares is true and has made a positive difference in their own classroom behavior, and thus in the children whom they teach. We have trained our own staff personnel to replicate the APT Model and we are committed to disseminate the model to other school districts.

The story of success in education never changes. When people care and work together, children are the benefactors.

Claude H. Leavitt,

Claude H. Leavitt

Superintendent of Schools

CHL:dm

and most significantly——

"APT can say with certainty: good behavioral management does lead children to better academic achievement."

Helen Evans, Project Director

IN A NUTSHELL APT

MEANS...

APPLICATION OF PSYCHOLCGICAL THEORY IN THE CLASSROOM ... It is a program in the Merrimack, New Hampshire Schools designed to make education more REWARDING for students and teachers through a system of Positive Reinforcement for student performance.

the setting

Merrimack, New Hampshire lies between the cities of Manchester and Nashua in the south central portion of the state. Between 1960 and 1970, the town grew from a rural area of over 2,500 to a combined farm/industrial -- "bedroom" community of over 8,000. The influx of industry has been followed - during the past two years - by a large federal housing development for low-income families. The school district has expanded from 700 students in 1964 to 3,000 in 1974. These changes have brought corresponding changes in teaching staffs.

the problem

How do you meet the needs of children, develop their talents and abilities in a "constantly burgeoning, heterogenous school population" with a predominantly young faculty?

the approach

You train teachers and parents in the application of reinforcement theory and motivational goal setting.

and the goal.... ?

To enable children to learn and function more effectively in the classroom through creation of an in-service training program in the use of reinforcement theory and classroom management techniques, and a related parent program capable of being sustained by the local school district.

what was accomplished?

AN IN-SERVICE TRAINING PROGRAM FOR TEACHERS AT THE ELEMENTARY AND MIDDLE SCHOOL LEVELS.

A SHORT COURSE FOR PARENTS.

A MODEL TRAINING PROGRAM WHICH CAN BE USED BY OTHER SCHOOL DISTRICTS ON A COST-EFFECTIVE BASIS.

ADVANCED TRAINING FOR TEACHERS WHO HAVE SHOWN PARTICULAR SKILL IN IMPLEMENTING PROJECT PROGRAMS TO PREPARE THEM AS RESOURCE TEACHERS AND COURSE INSTRUCTORS.

The Major Theories—

1. Classroom Management

A CLASSROOM THAT IS MANAGED IN A BUSINESS-LIKE MANNER BY THE TEACHER PROVIDES A GREATER OPPORTUNITY FOR STUDENT SUCCESS. Very few teacher training institutions give any time or attention to the teacher as a physical environment manager. In terms of money, personnel and complexity, education is Big Business. In a functional sense, the classroom teacher is a "micro-business manager." Among the decisions that must be made are:

(1) What jobs have to be done in this "department?"

(2) What is the best physical arrangement for insuring that the work will be done well?

(3) What are the needs of the individual "workers" in performing their assigned tasks?

BUT, NOTHING IS DONE BEHIND THE CHILD'S BACK!!

2. Positive Reinforcement

POSITIVE REINFORCEMENT IS AN ESSENTIAL INGREDIENT TO THE CLASSROOM SUCCESS OF MOST STUDENTS AND TEACHERS. POSITIVE REINFORCEMENT is anything that follows a behavior that increases the likelihood that the behavior will occur again.

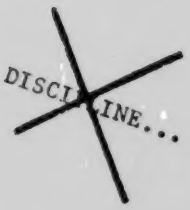
> "Sometimes I used to forget to praise the good students because they were doing okay. While taking the APT course, I began looking at that behavior of mine. I realized that those kiddos who always get good grades, or always behave, need a lot of positive reinforcement too."
>
> Ginny Walker, Teacher

The dictionary defines "reinforcement" as -- "strengthening by additional assistance or support." Within the classrooms of Project APT that means using (1) positive reinforcement; (2) ignoring; or yes (3) punishment.

IGNORING -- means just that: NOT PAYING ATTENTION TO BEHAVIOR. It is often a hard thing to do because getting the teacher's attention is pretty important to some children. But ignoring bad behavior and praising the same child's good behavior can often create positive change in the child.

PUNISHMENT -- "Shouldn't children be punished when they misbehave?" -- OF COURSE, but in Project APT we try to show teachers and parents how to use punishment in ways which are effective and appropriate instead of as a release for the adult's anger and frustration.

3. Behavior Management



BEHAVIOR WHICH IS INAPPROPRIATE IN A SPECIFIC CLASSROOM SITUATION CAN BE POSITIVELY ALTERED. In Project APT we prefer to shy away from the word "discipline" and concern ourselves with "behavior problems." Planning is done WITH THE CLILD. We are not interested in manipulating children behind their backs ... or to use behavior management techniques just to make life easier for the teacher. It is viewed as a cooperative effort in growth -- a relationship between teacher and child. Children must know why their behavior is inappropriate, what needs to change, and the teacher must find out from the child what rewards will give him an incentive to change.

"One of the first activities I had to do for the Project APT class was to count the number of negative statements I made to children on a given day. WOW! -- by 10:00 in the morning I stopped counting!"

Sue LaJoie, Teacher

Helen Evans -- Project Director

"Although behavior management obviously doesn't work in every situation, teachers can learn to resolve classroom behavior problems themselves. The steady stream of children being sent by teachers to the principal's or the counselor's office for misbehaving can begin to dry up at the source."

Project APT does not believe in one-way manipulation, either of children by teachers or teachers by children. Our course is, therefore, dependent upon the mutual sharing of ideas, goals, and programs between teachers and children as well as between Project APT instructors and teacher and parent participants.

THE TRAINING COURSES—

...a description for the interested

the aim is...

..... to develop more effective ways of meshing the two basic facets of education -- the GROUP and the INDIVIDUAL -- through training teachers and administrators in the application of reinforcement theory and motivational goal setting.

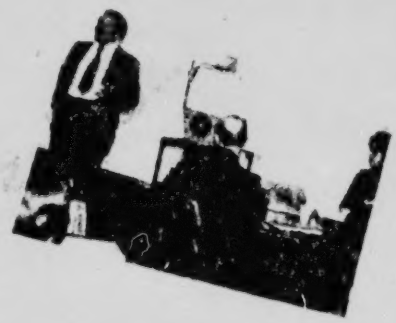
We started with some assumptions

THAT:

1 THE TRADITIONAL INDIVIDUAL CASE STUDY APPROACH WHICH FOCUSES ON CAUSAL FACTORS, DOES NOT APPEAR TO BE EFFECTIVE FOR REACHING LARGE NUMBERS OF STUDENTS IN A SCHOOL SYSTEM .....

2 LEARNING-ORIENTED BEHAVIOR IS A PREREQUISITE TO EFFECTIVE ACADEMIC LEARNING .....

3 TEACHERS CAN LEARN TO RESOLVE THEIR OWN CLASSROOM PROBLEMS INDEPENDENTLY ...



4 SCHOOLS CAN AND MUST BE HUMANIZED .....

5 BEHAVIOR WHICH IS EXHIBITED IN SCHOOLS, WHETHER ACADEMIC OR SOCIAL, HAS TO BE MANAGED IN A POSITIVE FASHION FOR ALL .....

6 THE PROCESS OF CHANGING HUMAN BEHAVIOR CANNOT BE HURRIED. TEACHERS AND CHILDREN ALIKE NEED TIME TO LEARN, ADJUST, THEN ADOPT NEW WAYS OF DOING THINGS .....

THE COURSE

FOR TEACHERS

********** The Project APT -- COURSE FOR TEACHERS -- is designed to include both academic and practical training. The ten-week course has a weekly two-hour session presenting principles of reinforcement, general classroom management, objective writing and task analysis. In addition, weekly classroom activities are carried out. Each participant selects his own set of priorities for change or experimentation. Children in the classrooms of the participants are also involved in planning rules, choosing reward alternatives, and selecting their own goals. **********

NOTE: To permit the greatest degree of individual contact between Instructor and class participants, sessions are limited in size to twelve.

********** Integral to the success of the APT course at the elementary level is video-taping of the classrooms of course participants. Each teacher has his or her classroom taped at least five times within the period of the course. At a RELEASED TIME period, the teacher has the benefit of an INDIVIDUAL CONFERENCE with the instructor. They critique the tapes and assess the success of programs instituted by the teacher. Together they make decisions about any needed changes. Alternative activities are planned for non-classroom personnel taking the course. **********

THE ADVANCED TRAINING

********** As a means of "self-perpetuation" at the end of the Title III funding of the project, APT has selected from among course participants a SMALL GROUP OF TEACHERS WHO SHOWED AN EXCEPTIONAL SKILL at implementing the techniques of reinforcement, classroom management, and behavioral management and who evidenced an interest in further study in these areas. **********

********** These teachers have done advanced reading and study with the project's Consulting Psychologist, worked in an intensive five day summer workshop in the district, and were sent to national and regional behavior modification workshops. As each of these RESOURCE TEACHERS develops the needed individual capabilities, he or she is integrated into the instructional team of course instructors.

A VERY SPECIAL NOTE: There is available an INSTRUCTOR'S MANUAL developed by the project and other materials are in production.

TEACHERS TEACHING TEACHERS ....

IS PROVING VERY SUCCESSFUL AS AN IN-SERVICE MODEL.

SOME POINTS TO REMEMBER....

1 The APT Course places a high priority on the AFFECTIVE DOMAIN as well as upon behavior modification.

2 By training teachers themselves to independently solve most classroom behavior problems, the APT Course assures a school district of continuing services to all children not just those with severe problems and releases counselors for more sophisticated services for which they have been trained.

3 The success of APT Courses has not been dependent upon the talents and expertise of this particular staff. Be assured ---- THESE APPROACHES CAN BE DUPLICATED by other instructors and in other districts.

We know that with the help of teachers who have been properly trained about classroom management, reinforcement theory, and behavioral management, students can learn to develop and, when necessary, change their own behavior patterns.

COMMUNITY INVOLVEMENT

"THERE
MUST BE
COMMUNITY INVOLVEMENT
IF THIS KIND OF PROJECT IS TO BE SUCCESSFUL."

(Helen Evans)

THE COURSE / PARENTS

********** The APT Course was originally planned as a small three session experimental program taught by the APT Psychologist to test the interest of local parents in behavioral problem solving. WHEN 85 PERSONS ENROLLED, THE QUESTION OF INTEREST WAS ANSWERED even before the course began! The problem of numbers was handled by using the Resource Teachers-in-training as small group discussion leaders.

********** One of the "shining stars" of Project APT is the Parent Course. It has experienced such success, and the demand for "more of the same" has been so great, that it will be offered in the future as a District sponsored Adult Education Course. The number of sessions will be increased to eight. It has been, and will continue to be, open to all parents in the entire community. Participation is, of course, voluntary. Instructional staff will be drawn from the "Resource Teacher Pool."

A REVIEW

What APT does & does not profess in its philosophy

Project APT takes a rather unique approach to behavioral analysis and management in that it attempts to combine the best of behavioral technology with a humanistic, decision-making approach to education. As a working philosophy, the project encourages participants of the project to go beyond applying external rewards and to examine to what ends and on what basis conditioning is being accomplished.

NO

PROJECT APT DOES NOT

1 Provide an escape or an easy answer for a district which is in serious need of providing a lot of curriculum changes or personnel changes.

2 Provide a panacea for all programs for all children, teachers and parents.

NO

no

3 Perpetrate the belief or the idea that behavior modification is the only answer to the education problems in a given district.

4 Focus primarily or entirely on extrinsic motivators, but is adjusted to the needs and the development of individual students, teachers and parents.

NO

YES

PROJECT APT DOES

yes

1 Recognize the need to plan with care. To consider the environment, the curriculum, existing attitudes, etc. and to accept the fact that these may have to be changed before any type of effective behavior modification program can be initiated whether for students, teachers or parents.

yes

2 Seek to integrate behavioral techniques based upon the individual teaching style of the teacher .... whether a given teacher uses "discovery," lecture, self-programming, peer-instruction or any other style, the principles and techniques of Project APT apply.

3 Recognize that there is no single standard of what constitutes excellent teaching ... The needs of persons receiving instruction in behavioral analysis and their priorities must be given careful attention.

YES

more YES!

PROJECT APT DOES

yes

4 Place emphasis upon change beginning with a small manageable unit of behavior which can eventually be linked in with more pervasive change.

5 View children as individuals with a variety of needs for different instructional styles, environmental arrangements, and reinforcers. Project APT is firmly committed to utilization of reinforcement programs based upon the child's developmental level and individual needs.

YES

6 Discourage single and uniform programming for all children.

7 Attempt to train teachers in a manner which is itself consistent with good behavioral techniques and which offers an appropriate model of teaching at the adult level. The PROCESS of the training programs utilizes and reinforces the very methods of individualization and reinforcement that teachers are asked to use in their classrooms.

YES

YES

FINALLY .... What was accomplished??

***** THE PROJECT'S THREE-YEAR SUMMARY EVALUATION REPORT SHOWS THAT THE FOLLOWING RESULTS CAN DEFINITELY BE ATTRIBUTED TO APT ACTIVITIES:

(1.) Children in classrooms of teachers who have taken the APT course generally seem to feel better about school and their own accomplishments. They feel more competent. They want to be more independent and in control of their own performance.

(2.) Project teachers exhibited definite attitude changes. They became more child-centered; they became less authoritarian and more democratic in their classrooms.

(3.) Referrals to principals for disciplinary problems decreased.

***** AS A RESULT OF THE ADVANCED TRAINING OF RESOURCE TEACHERS, PROJECT APT WILL LEAVE WITH THE MERRIMACK SCHOOL DISTRICT A CORE OF SOME EIGHT TO TEN PERSONS QUALIFIED TO MAINTAIN THE IN-SERVICE PROGRAM FOR BOTH NEW TEACHERS ENTERING THE DISTRICT AND PERSONNEL AT THE UPPER GRADE LEVELS.

****** IN 1975, THE MERRIMACK SCHOOL DISTRICT PLANS TO TAKE OVER FULL RESPONSIBILITY FOR THE PARENT COURSE UNDER ITS ADULT EDUCATION PROGRAM.

***** IT IS ONE OF THE FEW PROJECTS THAT IS COLLECTING RELIABLE DATA IN THE AFFECTIVE DOMAIN.

NATIONAL RECOGNITION

********** THE UNITED STATES OFFICE OF EDUCATION SENT A TEAM TO VISIT THE PROJECT IN THE SPRING OF 1974. THIS TEAM REVIEWED THE PROJECT IN A PROCESS CALLED "VALIDATION." THE PROJECT WAS ONE OF ONLY TWO IN NEW ENGLAND TO BE "VALIDATED" THIS YEAR. AS A RESULT, PROJECT APT WILL BE INCLUDED IN THE ANNUAL INNOVATIVE EDUCATION PRACTICES BOOKLET PUBLISHED BY THE PRESIDENT'S NATIONAL ADVISORY COUNCIL ON SUPPLEMENTARY CENTERS AND SERVICES. THE PROJECT WILL ALSO BE ENTERED IN THE "ERIC" SYSTEM. THIS SYSTEM IS A NATIONAL SYSTEM FOR THE EXCHANGE AND DISSEMINATION OF EDUCATIONAL RESEARCH MATERIALS AND EDUCATIONAL INFORMATION OF GENERAL INTEREST IN NEARLY EVERY CONCEIVABLE AREA OF INTEREST.

and there's more

SOME GOOD MATERIALS.....

********** DURING THE USUAL THREE YEARS OF OPERATION UNDER FEDERAL FUNDING, PROJECTS ARE USUALLY "PRODUCERS" OF PROCESSES FOR DOING THINGS OR PRODUCTS AND MATERIALS THAT OTHER SCHOOLS --"CONSUMERS" -- MAY WISH TO TRY OUT. THE STATE TITLE III OFFICE AT THE NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION ASKED PROJECT APT TO EXPLORE THE DEVELOPMENT OF A LEGAL DOCUMENT THAT WOULD SERVE AS AN APPROPRIATE MODEL CONTRACT FOR FORMALIZING ARRANGEMENTS BETWEEN THE "PRODUCERS" AND THE "CONSUMERS."

THE PROJECT DID PRODUCE SUCH A MODEL CONTRACT WHICH WOULD BE APPROPRIATE FOR BRINGING SCHOOLS TOGETHER FOR THE PURPOSE OF REPLICATING OR TRANSPLANTING OR SPREADING THE ADOPTION OF NEW APPROACHES AND NEW MATERIALS.

IN ADDITION, THE PROJECT IS CURRENTLY SEEKING MEMBERSHIP AS PART OF THE NEW UNITED STATES OFFICE OF EDUCATION TITLE III DIFFUSION NETWORK.

OH YES ---A VERY EXCELLENT CURRICULUM GUIDE HAS BEEN PRODUCED AS WELL AS THE INSTRUCTOR'S MANUAL.

ask yourself-

Ken Taylor, Principal

There are a few good projects that can help with answers and can suggest tested approaches in an effort to help confront problems ... APT is one.

COULD THE STUDENTS IN YOUR CLASSROOMS ----------

COULD THE TEACHERS IN YOUR COMMUNITY ----------

COULD THE PARENTS OF THE STUDENTS USE SOME REAL

POSITIVE REINFORCEMENT ???????

COULD THE TEACHERS AND THE STUDENTS HAVE A BETTER EXPERIENCE IN THE CLASSROOM IF THAT ENVIRONMENT WERE BETTER MANAGED AND ORGANIZED ??????

ARE THERE STUDENT AND TEACHER AND,YES, PARENT BEHAVIORS THAT ARE INAPPROPRIATE AND PERHAPS DESTRUCTIVE BOTH TO THEMSELVES AND TO THOSE AROUND THEM .... THAT MIGHT BE CHANGED IF ONLY THEY KNEW THE PROPER MANAGEMENT TECHNIQUES ??????????

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c/o Superintendent of Schools

IT WOULDN'T HAVE HAPPENED WITHOUT.....

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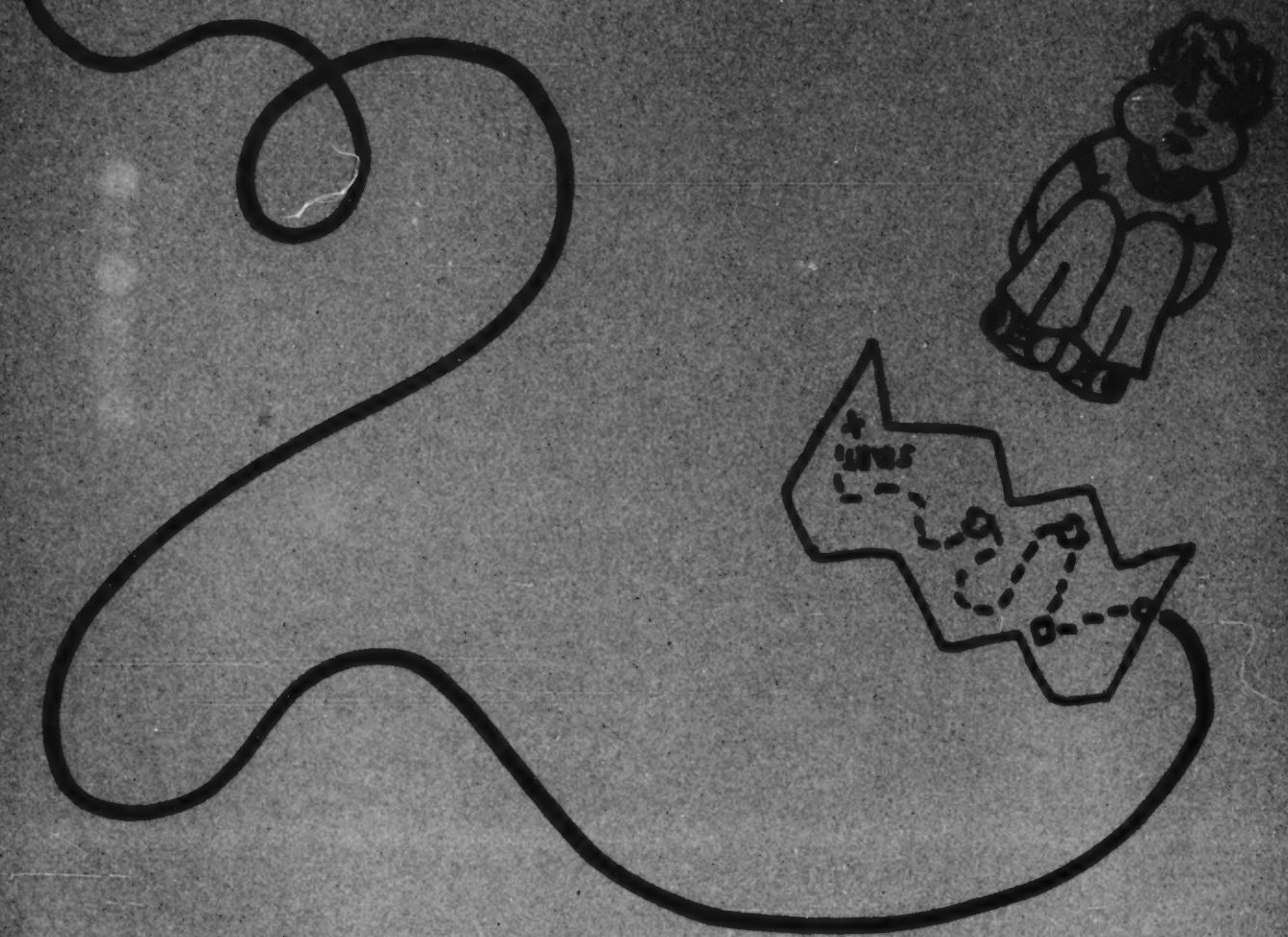
....AND THE MERRIMACK SCHOOL BOARD

William Ernst
Paul Goodridge
Martin Kelley

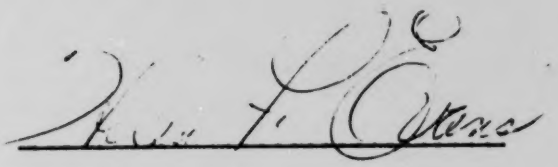
ADMINISTRATIVE PROCESS GUIDE



A MANUAL
FOR THE IMPLEMENTATION
IN LOCAL SCHOOL DISTRICTS OF
THE PROJECT APT
IN-SERVICE TRAINING COURSE FOR TEACHERS

Administrative Process Guide

PREPARED BY



Helen F. Evans, Director

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The best of in-service programs will get you nowhere without careful planning and implementation.

Success Is Up to

YOU...

"The ADMINISTRATOR"

AND...

THE PROCESS OF CHANGE

The Project APT In-Service Course is based upon concepts which frequently require much change on the part of the teachers, or others participating in it, and their students. It may, in many instances, also involve changes in thinking or philosophy within the community. It is essential, therefore, that administrators planning to implement the APT Course in their districts be thoroughly familiar with the process of change.

Suggested Reading:

Havelock, Ronald G. A Guide to Innovation In Education. Ann Arbor, Michigan: Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, 1970.

Now, let's look at first things first:

THE BARE BONE ESSENTIALS

PERSONNEL REQUIRED

1 Course Instructor

1 Teacher/Assistant, or,
Video Aide and a Substitute

All staff positions are parttime.

Confidentiality of information gathered for the Course and of activities observed in the classrooms of participants is a requisite of the APT program. All staff members must be persons of integrity who will respect this working relationship with those taking the Course.

The Course Instructor

The Instructor should be a person with advanced training in behavioral management and experience in the implementation of contingency management programs. The Instructor should also be familiar with classroom procedures and, preferably, have had previous work with teachers or been a teacher. (All counselors, school psychologists and behaviorists do not necessarily fit into this category.) It is important that the Instructor be in agreement with the APT approach to motivational goal setting——its philosophy that teachers themselves can learn these skills and our insistence on open contracting with children.

Ideally, the Instructor would be familiar with use of videotaping as an observational and evaluative instrument.

A reliable estimate of the time spent by an Instructor on preparation, training, formal class sessions, and critiquing sessions is between 80 and 90 hours for a ten-week Course.

More detailed information on the qualities to look for in an Instructor will be found in Step No. 4 of this section.

The Teacher/Assistant

The position of Teacher/Assistant includes responsibility for the videotaping of classrooms of teachers participating in a Course and also substituting in classrooms when teachers are released to critique tapes with the Instructor. Because of the substitute work, APT has always specified that this

person qualify as a substitute teacher. Each implementing district will want to look at this requirement in light of its own philosophy and teaching styles (i.e. open classroom, team teaching, etc.).

The Teacher/Assistant must be a technically oriented person who can handle competently (and many, many times trouble-shoot) the video equipment. It must be someone who has warm rapport with children and sensitivity to the needs and problems of classroom teachers; a person who can easily adapt to changing situations in the classroom and the Course.

The position calls for two days per week for the ten weeks of the Course, plus at least one day of training.

Project APT has used two approaches to this position, either of which might be used by you.

Our preferred method involves the use of only one person to handle both the videotaping of classrooms and substitute teaching during critiquing sessions. The position can, however, be divided between two persons. An A-V aide can handle the videotaping. A substitute then covers only the released time periods.

There is some advantage to this arrangement. Video schedules can be more flexible and there would be some saving on budget in the lower cost of an aide.

From the APT experience we feel that children, teachers, and the Instructor have a more desirable working arrangement when they have only one person to adapt to in the short space of ten weeks.

Greater detail on the specific schedules of staff members can be found in sections II, III, and IV of the Manual.

TRAINING

The only personnel training required is for the Teacher/Assistant position.

If the person who is to handle this job has had no previous experience with video equipment, the consumer will have to provide such training before the beginning of the Course.

Also, previous to the beginning of the Course, the Instructor meets with the Teacher/Assistant and trains him or her in the classroom observation techniques requisite for production of good tapes for the evaluation needs of the Course. This is not the same type of training as the actual physical handling of the video equipment. The Instructor would probably want to use the video equipment at this session and perhaps also a classroom which is not in use. At this time also there is a discussion of how the taping and substituting schedules will be handled.

EQUIPMENT

The only equipment needed for the APT Course which is not readily available in any school district is the videotape equipment.

For the APT Course, a video monitor system must be available as well as the basic camera and power pack.

If the Course includes teachers from various schools instead of a single building, the video equipment must be portable, assuming that all buildings do not have sets of their own.

No unique facilities are necessary but it is important that the area assigned for both the class sessions and the critiquing sessions not be in use for other activities at the same time. For example, it would not be suitable for the Instructor and a participating teacher to have to hold a private consulting session and view the classroom tapes in the middle of a busy library or media center.

MONEY

Start-Up Budget

Contracted Services		
Course Instructor	$1,400.00	
Teacher/Assistant	525.00	
		$1,925.00
Supplies and Materials		432.00
12 Sets Texts		
Supplemental Texts		
Instructional Materials		
24 Videotapes		
Equipment		2,500.00
Video camera, power pack and monitor		
Total		$5,014.00

Notes

1. This budget aims at a maximum figure. Assume you have no video equipment and no district personnel for Instructor. You have? Adjust the budget downward accordingly.

   (Warning: The budget was prepared in July, 1974 on the basis of video equipment costs at that time.)

2. A figure of $100.00 per day was considered the very top amount you should pay for a completely experienced Instructor on a consulting basis.
3. An average figure of $25.00 per day was used for the substitute's pay.
4. For a way in which you can make another major reduction in the budget after your first Course or two, see the information on Resource Teachers at the end of this section.

NOW, TO WORK IMPLEMENTING.

The entire APT Program is planned to follow an orderly change continuum which will give you the greatest assurance of success.

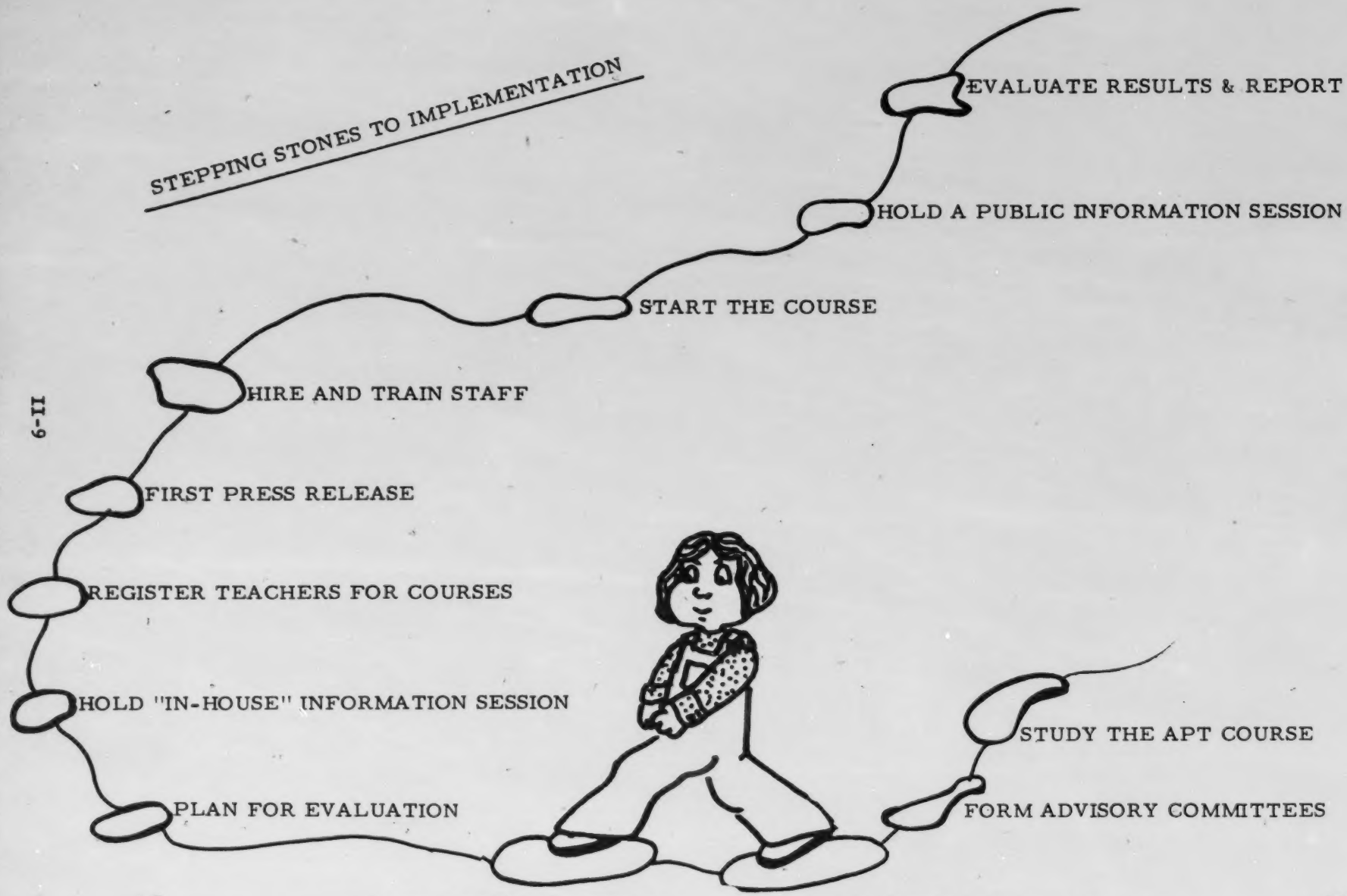
Each factor built into the following process design has been placed in a time sequence which lays the groundwork for on-coming components.

It's not an inviolate sequence, especially if you already have a highly organized in-service training operation.

ON THE OTHER HAND...

The individualized learning concept says,
"Don't skip a grade, just cover the material
at your own speed."

STEPPING STONES TO IMPLEMENTATION



STEP 1: STUDY AND REVIEW

By the time you reach here, you will have looked over the general information on Project APT (Section I of this Manual) and may also have had a chance to talk personally with those who have been involved with the program. Apparently you have liked what you read and heard. Are you now wondering if the APT In-Service Course can do for your teachers and children what it has done elsewhere? To give you some sign-posts, try the following:

READ THE REST OF THIS MANUAL.

1. Study each section carefully, keeping always in mind how the various components relate to your LEA.
2. Have your specialists responsible for guidance and in-service training read the Manual and give you feedback.
3. Ask a School Board member to read the Manual and give you feedback.
4. Then...

ANSWER THE QUESTIONNAIRE ON THE NEXT PAGE.

PRELIMINARY QUESTIONNAIRE

These questions are only for your use. Be as open and objective as you can.

	YES	NO
1. A good many teachers in my district complain of "discipline problems."	___	___
2. Because we do not have released time, our teachers usually are willing to do staff training after school without compensation.	___	___
3. Our district has, or can afford to buy, video equipment.	___	___
4. A qualified Course Instructor is available for us.	___	___
5. Our school has at least one place in each building for quiet consultation during school hours.	___	___
6. I could easily get fifteen teachers to freely volunteer for an APT Course.	___	___
TOTAL	___	___

How did you come out? Mostly "yes?" Good! Follow on_____

Mostly "no." Don't give up yet. Review the questions. See if some are conditions that can now or will shortly be changed. As, for example, space problems might be solved by a new school next year. You may be able to borrow video equipment from a media pool.

Do some creative problem solving on your own and see if you can change some "no's" to "maybe's." If you can't, better a good sound "not for now" than a disaster. These are the crucial elements of the APT Course. If your local conditions change, come back and pick up the Manual again later.

STEP 2: FORM AN ADVISORY COUNCIL

One of the most fruitful aspects of federal education programs has been their Advisory Councils. You, too, can benefit from such a group.

The objective of an Advisory Council is to help you lay the groundwork for acceptance of your APT Course by both the public and school faculty; to give you the benefit of their various levels of experience and points of view; and to assist the program, where feasible, with such activities as the needs assessment, publicity, evaluation, etc.

MEMBERSHIP

To be of the greatest help to you, an Advisory Council should be a mixture of teachers, administrators, specialists and parents. How to select the group will depend upon your own district and mode of operation.

MEETING

Once selected, call a meeting of the group. Give them an overview of the APT program, elicit in every possible way their enthusiastic support. Together, lay out a plan of action for their participation, including their own objectives and the ways in which they feel they can be most useful.

STEP 3: DO A NEEDS ASSESSMENT

If you were to tell your faculty today that you have some tools which would help them solve discipline problems or give children added incentive toward academic achievement, would they storm your office door to get on the bandwagon? Yes? Good! That's the first requisite: ENTHUSIASM.

Remember, though, your aim is long range, permanent classroom implementation of this in-service training information.

Little Initial Interest > Little Real Implementation

Off hand, your situation may sound to you like a natural setting for an APT Course, but...be sure...do a needs assessment.

YOUR OBJECTIVES

1. To learn whether your faculty and administrators perceive classroom and behavioral management as something they need, as opposed to something which you think they need.
2. To ascertain the sentiment of specific groups about classroom management and behavioral theories.

YOUR QUESTIONNAIRE

It can be a full scale survey of all in-service program possibilities or a simple questionnaire related only to motivational goal setting and reinforcement theory.

At the end of this section you will find a sample of the Needs Assessment Questionnaire used by the Merrimack, New Hampshire School District the year before it began the APT Program. It is a fairly detailed group of questions covering many areas. You will find it easy to select questions which relate to the APT field only.

THE PEOPLE

Your survey should touch base with all persons who will ultimately be affected by the Course, involved in its activities, or be expected to participate in a future on-going program.

P.S. Do you know that kids themselves often choose working with librarians or custodians as rewards?

You will want to code your survey in such a way that you will be able to sift out information on the following groups:

1. Teachers
    a. At various levels
    b. By building groups
2. Guidance counselors and specialists
3. Principals

THE RESULTS

In light of your statistics, consider the following information:

1. At the risk of being tiresome, a reminder: APT participants must be volunteers. An enthusiastic first group of volunteers are the "Early Adapters" of the change process, the leaders others will follow. Teachers forced into programs seldom produce much implementation, let alone enthusiasm.
2. Teachers themselves seem to like a Course which has participants from several buildings in a district. They enjoy the exchange of fresh ideas as well as the companionship of other eager beavers like themselves. However, an administrator such as yourself knows that Early Adapters are often lonely individuals marching way out in front by themselves. It takes a very strong personality to go it alone back home in his own building. Sometimes a good nucleus of an interested principal, specialist, and several teachers in one building can have a better chance of starting the ball rolling throughout the district.

3. Over a period of time the need for formal APT Courses gradually diminishes to the point where an on-going program is needed only to serve new personnel entering the district each year. The number to be served should justify the expense of initiating and maintaining the program. Using the total number in your faculty as a guideline is unwise. Some teachers will always be long-term holdouts who will never volunteer. Some are such skilled teachers they are already using the APT concepts in a less formal, unstructured way.

4. Of equal importance to you as the formal Course is the continued use of these teaching techniques by Course participants year after year with each new class of children. The key to this continuum is guidance counselors, specialists, and principals. In their day-to-day contact with and assistance to children and teachers, these particular persons have the greatest opportunity to act as "renewal" agents, to sustain constant use of the program in classrooms. They can work with teachers in planning programs and rewards for particular children; they can remind teachers of how to use their APT information in new ways; they can encourage new graduates of the Course to continue to develop their expertise and stick with it. And, of course, they do have their administrative and supervisory power and influence.

STEP 4: SELECT AN INSTRUCTOR

Your Course Instructor may be a specialist in your own school system or a qualified consultant contracted for the sole purpose of conducting your APT Course. In addition to assuring yourself of the academic background of applicants, look for some additional qualities:

1. Experience either as a classroom teacher or work in an administrative or specialist capacity which resulted in classroom activities with teachers.

   APT means "Application of Psychological Theory in the Classroom."

2. Full agreement with the basic philosophy and curriculum of the APT Course, as outlined in the Manual (which applicants should study thoroughly before a final Instructor is selected).

3. A warm individual who responds well to others; is non-threatening; shows a positive attitude toward faculty, parents, and children; displays self-direction and initiative; and whose verbal expressions are issue-oriented and problem-solving.

4. Awareness of administrative processes which will need to be followed, together with willingness to abide by the philosophy and operational pattern of your system.

5. Acceptance of any Master Plan which you may wish to incorporate for the gradual training of your own internal APT instructional staff.

You've made a decision and found just the person you want.

HOLD A CONFERENCE

Decide upon details:

1. Contract terms.
2. Dates, place, hour, and other details of the formal Course sessions and the critiquing sessions.
3. The plan for substituting and video personnel.
4. A date, time and place for the general information meeting which the Instructor is to conduct for your faculty.

If you are hiring an outside consultant as your Instructor, a sample contract is included in the addenda at the end of this section.

STEP 5: PLAN AN EVALUATION DESIGN

Evaluation is an essential and required ingredient of an APT Course. Section V of the Manual is devoted to a thorough study of alternative ways in which you can prepare an evaluation design which suits your needs and objectives.

The only additional suggestion needed here is that you include your Course Instructor in the preparation of your evaluation design. It is not meant to be a secret plan carried out as a spy operation against your Instructor! Like everything else in the APT operation, evaluation is an open, mutually agreed upon device for the sole purpose of checking up during the Course on how things are going, if changes should be made, and whether, after the Course, you've succeeded in meeting the goals you set for yourselves.

Planned evaluation lets everyone know you expect to be accountable.

STEP 6: HOLD AN IN-HOUSE INFORMATION SESSION

It is time for a good, lively information session for teachers, administrators, specialists, school board members and everyone else on your payroll. You not only want to let them know what an APT Course is and does, but you want to interest some of the group in signing up as early volunteers.

Be sure you have contracted with your Instructor to be on hand for this session. Everyone will want to see who it is that will have them in the video camera for ten weeks and what the fellow or lady has to say. Besides which, your Instructor is the one who should have most of the answers.

What should you include in the agenda? Any or all of the following:

1. Any audio-visuals available from Project APT, the New Hampshire State Facilitator Project, or the New Hampshire ESEA Title III office.
2. Personal reflections from persons who have previously been through an APT Course or used behavioral management techniques.
3. Material from Section I of this Manual.
4. The short and easy do-it-yourself skit given in this Manual. (P.S. Let your Advisory Council members be your actors and make it fun for everyone.)
5. Information about the in-service credit you plan to give to participants.
6. Information about the dates, length, location, etc. of the Course.

STEP 7: COURSE REGISTRATION

TWELVE is the maximum number of persons to enroll in an APT Course. Experience has shown that this is the largest number with which a single Instructor can work and still give a high degree of personal attention to each Course participant.

If more volunteers are received than can be accommodated in the first Course, we recommend that administrators, particularly building principals and guidance personnel together, make the final selections. Hopefully, those eliminated from the initial Course can be assured of priority in a second Course.

VOLUNTEER participation is a requisite for APT Courses. During the formal APT Project, evaluation proved that when Course participants were volunteers, the levels of implementation and successful APT classroom programs with students far exceeded the expectations of the Project staff. Data on attitude changes of volunteer Course teachers and their students also shows a greater impact on classrooms. In contrast, during the final Project year, teachers "required" to take the Course did not reach these same high levels of implementation.

Resist the urge to "invite" teachers you know need the training to "volunteer." They'll get little and give less. We also recommend, for the same reasons, that when your pool of volunteers has been served, you drop the Course without forcing final holdouts to enroll.

CLASSROOM TEACHERS are the ones for whom the APT Course has been designed. But, of course, non-teaching personnel may also be included. The Course Instructor will plan alternative projects for them to replace the classroom videotaping activity.

It has been found that much benefit is received by the Course participants and the school district by having each class consist of teachers from several school buildings in a district. Consideration must be given, however, to travel time required between schools, the Instructor's critiquing schedules, portability of your particular video equipment, etc., as well as possible differences in school closing times if Course classes meet after school.

STEP 8: FIRST PRESS RELEASE

The way you are approaching the APT Course, you are certainly going to be successful. Now is a good time to quietly start spreading the word that new things will be happening in your schools. Help prepare parents for those Good News Letters and other positive reinforcers their children will be bringing home from classrooms of participating teachers.

Send out a general press release which gives background information on the objectives of the Course and how it will be handled in your district.

Accent the positive! Don't dwell on what a great way it is going to be to handle discipline problems. That may be one of your goals but parents should know that your main objective is to give children a handle on how to set goals for themselves and achieve them.

Do you have a picture and short bio of your Instructor to send along? In any man's newspaper, a picture is still worth a dozen words.

STEP 9: HIRE AND TRAIN VIDEO AND SUBSTITUTING PERSONNEL

If you are one of the lucky school districts with a sophisticated media center, for you this step will largely entail arranging for a planning meeting of the Instructor, video/substituting personnel, and building administrators whose teachers will be involved in your Course. Together, these persons will plan a general schedule and procedure which suits teaching and lunchroom schedules, space availabilities, etc. Specific details for videotaping and substituting will be arranged by the Instructor after the first class session of the Course.

When it is necessary for a person to be trained in the use of the video equipment, it is your responsibility to see that such technical training has been given at least one week prior to the commencement of the Course sessions. Allow at least one extra day for the video person to try out the equipment. Following the technical training, the Course Instructor will meet with the video person to do a short training session on classroom observation techniques, "desensitizing" of students to video equipment in the classroom, and other similar details as they relate to the objectives and goals of the Course.

STEP 10: START THE COURSE

The day of the first Course session is at hand. Because you are a wise and careful planner, everything is probably well under control. Still, it's a smart move for you to be on hand at the beginning of the session.

1. Check out all the facilities and make certain everything is the way you and the Instructor want it.
2. Give the Instructor a good dose of positive reinforcement.
3. Welcome the participants and encourage them in their new effort.
4. Take off and let the class get on with the business.

All of this will take only a few minutes of your time but will pay handsome dividends.

P.S. Now is a fine time for another small press release. How about a picture of the first session and the names of the teachers participating?

STEP 11: HOLD A PUBLIC INFORMATION SESSION

All of your in-service programs need the moral and financial support of parents and the general community. Also, today people do want to be well informed about what is happening in their schools. No one needs to tell any administrator those facts!

But in the case of your APT Course, it is especially important that your parents know exactly what you are doing and how you are doing it. As mentioned before, behavior modification has, nationally, had mixed reactions from both educators and the public. It is important to you and your teachers that your own community thoroughly understand that your APT Course is not used to repress children——or teachers——and that motivational goal setting techniques are just another tool which teachers and parents can use to help children learn to be responsible individuals on their own.

The best possible way to allay parents' fears is to hold a public meeting at which you fully describe your program and are able to present proof of good results.

WHY WAIT 'TIL NOW?

Several very good reasons:

1. CURIOSITY

   Things have started to happen by now. Your administrative staff probably is receiving calls from parents expressing pleasure over Good News Letters coming home and asking what's going on. Teacher room talk is bubbling over what is happening in participants' classrooms. All of this is likely to be a mixture of good information and misinformed gossip. It's time to act to stall off the latter.

2. FEEDBACK

   If your Course is running the normal pattern, you, yourself, will be feeling good about what is happening. Your meetings with your Instructor, conversations with participants and their peers, let you know that you have reason to believe the early shakedown sessions of the Course have stabilized and the results you see developing are indicative of final outcomes of your Course.

3. SUCCESSES

Among every group of early volunteers for an APT Course are some teachers held in especially high regard by the community——persons parents consider superior teachers and whose point of view commands your respect and trust. About the fifth week of your Course, some of these particular teachers will be experiencing successes with APT programs they are carrying out with children in their classrooms. They will be eager to talk about these changes and want to share their enthusiasm with others. Some may even be willing to talk about the changes which have happened in themselves. Such personal experiences are the most powerful input you have for a public information session. If you were to ask teachers to talk with the public prior to this time, they probably would refuse.

4. SECURITY

At this point, your Course Instructor has the sessions well in hand and has established a trust factor with the participants. The mutual respect and cooperation between Instructor and teachers will be highly visible to the audience, being both an inspiration and source of security to them. In addition, your Instructor will be in a position to make wise decisions about the use of materials which have resulted from the Course.

THE FORMAT

You, or some other member of the administration, may want to chair your Public Information Session. Fine! The more varied the positions and personalities involved in the program, the more interesting it will be. But to get the greatest mileage, let those actually involved in the Course carry the burden of the presentation.

Ask your Instructor to handle the descriptive part of the program. Joining the Instructor in this should be one to three of those very special teachers we have just mentioned and one or two very enthusiastic parents from your Advisory Committee.

Consider several approaches:

An audio-visual presentation
A short dramatization
Panel discussion
Straight narrative presentations
Questions and Answers
A mixture of several of these.

Let your Instructor and "friends" decide with you how they can make the best impression on the audience, what format will make them feel most comfortable and easy. The more relaxed an atmosphere they can create, the more your audience will enjoy meeting with you. And that's the point——to send them home feeling optimistic as well as informed.

Review with those making the presentation the reasons why the APT model was picked for implementation in your district. Chances are those reasons will be a very viable outline for your program. The supporting evidence you have ready-to-hand from the Course activities should give you proof for your parents that your original goals are being met.

Whatever your format, be sure to include a Question and Answer period. Let those people out there in the audience unburden all their misinformation, fears, and problems about your Course. If necessary, invite those who wish to continue to talk about the Program to remain for a while after the formal program is over. Unanswered questions are time bombs. Defuse them right now and glean support in the community instead.

P.S. An inevitable question which seems to arise from parents is, "If the APT Course is working so well, are all of our teachers going to be required to take the Course?"

WHAT ABOUT MATERIALS?

Think a minute and you'll see that you have a good deal of material at hand from which you can design an interesting presentation:

1. The APT audio-visual presentation (available on loan).

2. Your own visuals.

   ——Charts of children's progress, either in the form of posters or overhead projector transparencies.
   ——Lists of the rewards children themselves want. (Note these seldom include candy!)
   ——Good News Letter samples.

3. Section I of this Manual.

   This section was designed not only for the Project APT dissemination activities but also so that you might pick from it good phrases and ideas for your own presentations. Feel free to copy it in any way it proves useful.

4. A short dramatization.

   At the back of this Section is the script of a spontaneous, informal program the APT staff and parents from our Advisory Council did when explaining APT to parents. It worked well for us and might do so for you too, either as is or in some revised form you prefer.

5. Handouts.

   Especially material given out at the end of the meeting for taking home. These might include a brief description of the APT Course, a list of the names of participating teachers, the names and phone numbers of specialists parents may wish to talk with about APT Programs for their children, or a sample list of rewards parents might use at home.

6. As much anecdotal material as your panel of experts is willing to share.

A FEW SUGGESTIONS

1. Look for and include examples of student academic growth as well as behavioral changes. The APT Course stresses both, which is oftimes forgotten because early behavioral changes may be more spectacular.
2. Constantly reiterate that the APT Program does not offer a panacea for all the school discipline problems. The theories are only one more method at the teacher's disposal. In some cases they work well; in some, they do not.

3. Urge parents to talk with teachers and administrators if they wish to know more about programs being carried out with their own children. Invite their cooperation.

4. Ask your public library to order and put on the circulation shelves several of the publications on contingency management for parents which are listed in our bibliography. Tell the audience they are available.

5. Play down the use of the term "behavior modification." There are other words and phrases which do not provoke negative reactions and which actually do a better job of describing the APT Program. For example:

   Positive reinforcement
   Classroom management
   Contingency management
   Motivational goal setting
   Behavioral management
   Self-directed behavior

6. If your district is thinking in that direction, drop a hint that interested parents might, in the future, want to have a Course themselves.

7. If you have a successful Public Information Session, maybe it is also time for a mini-presentation to update non-project teachers on what is happening. Check that out.

8. And a warning: Any pictures or materials from your Course which you may want to use as part of the presentation must have written consent from parents or guardians when children are readily identifiable.

STEP 12: EVALUATE AND REPORT

Throughout your APT Course you have been carrying out an evaluation of your success. Evaluation itself, however, is of little value unless someone sees the resulting report and profitable use is made of the information obtained. The report should be seen and studied by not only those persons and committees responsible for the implementation and outcome of your in-service training programs, but also those to whom the district is accountable: the School Board, teachers and taxpayers. Your report, then, should be a written one capable of reproduction and distribution.

You will have three primary sources of information from which to prepare a report:

1. The final report of your formal district evaluation procedure.
2. The internal materials gathered as part of the self-evaluation of Course activities.
3. Minutes of the mid- and post-Course conferences between the Instructor and Administration.

If you have used a sophisticated evaluation procedure involving an Independent Evaluator, his written final report may very well encompass items 2 and 3. If so, your only task becomes the reproduction and distribution of the Independent Evaluator's report.

Should you have used a simpler method of evaluation, you will want to see that elements of all three areas are incorporated into the final written report.

Whether your report be a lengthy one full of scientific charts and details or a less involved one, it will be to your advantage to have the opening of it a one or two page summary which can be lifted out and used independently for other dissemination purposes.

Prepare your written report as quickly after the end of the Course as all evaluation data is available. Its early release will provide good reinforcement for all those who have worked so long and hard on your APT Course. Additionally, the report will provide an immediate opportunity to make recommendations for any changes which may be indicated in future APT Courses or other in-service training programs considering use of the same format.

Ask everyone to whom you distribute the report to study it carefully. Assuming that it is bursting with good news of positive changes experienced by children and teachers participating in your first APT Course, request permission of the Superintendent (unless you are the Superintendent) to use the report summary for general dissemination purposes. Such good news is worth many tax dollars for new training programs.

Here are just a few thoughts as to how you might use the summary:

1. Take a picture of the report being presented to the Superintendent or School Board. Send out the picture and summary as a general press release.
2. Have the report printed in your faculty newsletter.
3. Release the report to your state Education Association or State Department of Education publication.
4. Send the report to organizations in your state interested in recognizing innovation and achievement in education.
5. Have your specialists talk about the report at state meetings of their professional associations, relating the training program to help for children in their fields of expertise.

RESOURCE TEACHERS

(On Developing Your Own Instructional Pool)

Project APT, during the ESEA Title III period of the project, selected and trained a small group of "Resource Teachers" as the future Merrimack School District Instructors for the APT In-Service Training Course for Teachers.

Each Resource Teacher was a classroom teacher who had successfully completed the basic APT Course. Training as a Resource Teacher consisted of advanced work with the Project's psychologist plus participation as an Instructor intern (instructional team member) for one ten-week APT Course.

TRAINING

At the end of your first Course, have your Instructor recommend as possible Resource Teachers members of the class meeting the criteria given below. It's highly possible no more than one person can be recommended.

Consult with these recommended and determine whether they would be interested in becoming an APT Resource Teacher for your district, pointing out that others will be added to the Instructor pool as time goes along.

Those willing to undertake advanced training can obtain advanced theoretical training at nearby colleges or universities which may give graduate courses applicable to your needs, or they may spend several workshop days with your consultant Instructor, plus completing independent reading assignments and learning about how to critique videotapes.

The next step is an Instructor internship for your next formal ten-week Course. The intern may assist the Instructor with presentations during the formal class sessions, act as a small group leader, or carry out other similar activities under the guidance of the Instructor.

The intern will also sit in on videotape critiquing sessions and on occasion, do classroom observations, counting of student behavior, or similar tasks for participating teachers relating to Course activities.

2. Cognitive skills regarding the area of reinforcement theory and behavioral management programs.

   Evidence:

   A. Steps in setting up a program.
   B. Steps in evaluating a classroom as an initial step in setting up a program. Steps include:
      1. Evaluating physical environment.
      2. Setting behavioral and academic goals.
      3. Judging appropriateness of tasks.
      4. Alternative methods.
      5. Components for continuing or terminating a program.
   C. Written resumes and verbal discussions of extra reading materials in the area, particularly research journals and articles to which they can refer other teachers and use personally.
   D. Ability to:
      1. Program and evaluate sample cases shown on videotape.
      2. Role play the consulting procedure.
      3. Evaluate an on-going program for further decision making.
      4. Process of setting up a Course.

3. Interpersonal and Communication Skills in dealing with adults. (List is not in order of importance.)

   Evidence:

   A. Perceived by faculty as being positive and facilitative with parents, children and other teachers.
   B. Verbal expressions are issue-oriented, problem-solving and alternative seeking in nature (as opposed to blaming, lack of responsibility and involvement) when discussing children and parents.
   C. Display of verbal facility in describing feelings, experiences, goals to other adults as observed in dissemination meetings.
   D. Display of self-direction and initiative, stimulating interest of other faculty members, interest in outside readings, and interest in attending and presenting to outside professionals conferences.
   D. Ability to give clear directions and information to others.
   E. Willingness to share information and materials with other faculty members.

SUPERVISORY UNION #26

Needs Assessment Survey #I

1-4_____
5-8_____
9-12_____
No names please check level most applicable to you.

This survey is constructed to determine the areas of Interest and Need for developing specific skills, techniques and understanding through inservice educational programs. Your response indicates an interest or need in each item.

Using the scale below, select your response to each item and number the space to the left of the first column and to the extreme right of the second column. Please react to each item.

None	Little	Some	Much	Very Much
1	2	3	4	5

___1.	Creativity	19.	Student group work	___
___2.	Methods of grouping	20.	Planning	___
___3.	School Administration	21.	Use of physical facilities	___
___4.	Community resources	22.	Individual counseling	___
___5.	School supervision	23.	The extended school day	___
___6.	School law	24.	Types of classroom questions.	___
___7.	Individualized instruction	25.	Teacher-parent communication	___
___8.	Teacher aides	26.	Non-verbal communication	___
___9.	Business management	27.	Written communication	___
___10.	Audio-Visual materials	28.	Oral communication	___
___11.	Advanced Placement Programs (high school)	29.	Bonding and taxation	___
___12.	Team teaching	30.	Textbook selection	___
___13.	Constructive criticism	31.	Pupil progress reports to parents	___
___14.	Differentiated staffing	32.	Pupil accounting	___
___15.	Modular scheduling	33.	Conference techniques	___
___16.	Disseminating information	34.	Pupil cummulative record	___
___17.	Employment procedures	35.	Rewarding students	___
___18.	Leadership	36.	Differentiated staffing	___

None 1	Little 2	Some 3	Much 4	Very Much 5

___37. Public relations

___38. Disciplinary problems

___39. Transportation

___40. Today's teenager

___41. The mentally retarded pupil

___42. The economically disadvantaged pupil

___43. The physically handicapped pupil

___44. The gifted pupil

___45. The slow learner

___46. Elementary School guidance and counseling

___47. Involving the layman

___48. Establishing readiness

___49. Concluding units of work

___50. Dealing with student unrest

___51. Dealing with faculty unrest

___52. Class schedules

___53. Behavioral objectives

___54. Evaluating pupil progress

___55. Test construction

___56. Building faculty unity

___57. Curriculum guidelines

___58. Faculty and supportive personnel team approach

___59. Specific learning disabilities

___60. Critical thinking

___61. Scientific method (problem solving)

62. Leading classroom discussions ___

63. Phonetics ___

64. Cultural backgrounds ___

65. Stimulating reading through visual aids ___

66. Systematic classroom observation ___

67. Language arts ___

68. Television in instruction ___

69. Programed instruction ___

70. Guidance for the college-bound student ___

71. Guidance for the non-college bound student ___

72. Remedial reading ___

73. Non-graded school ___

74. Space-age science ___

75. Using the library ___

76. Data processing ___

77. Automation in education ___

78. The performing and cultural arts ___

79. Sex instruction ___

80. Getting ready for change ___

81. Child growth and development ___

82. Motivation ___

83. Psychology of learning ___

84. Mental health ___

85. Internship for administration ___

86. Curriculum revision ___

None	Little	Some	Much	Very Much
1	2	3	4	5

87. Classroom management including discipline
88. Office machines
89. Closed-circuit television
90. Vocational guidance
91. Art
92. Modern Math
93. Grading practices
94. Grammar
95. Composition
96. Interschool visitation
97. Intraschool visitation
98. Personality and projective tests
99. Sensitivity training process
100. Individual differences
101. Early childhood education
102. New social studies
103. The emotionally disturbed pupil
104. Accreditation standards
105. The middle school concept
106. The student as teacher
107. The underachiever
108. First aid
109. Reading
110. Citizenship education
111. Moral and spiritual values
112. Professional ethics
113. Identification of the potential drop-out
114. Departmentalized elementary school
115. Use of special services
116. Summer enrichment programs
117. Philosophy of education
118. Legal aspects of teaching
119. Attendance registers and school forms
120. Speed reading
121. Penmanship
122. Typewriting
123. Management and care of class room equipment and supplies
124. Educational terminology
125. Family life education
126. Consumer economics
127. Fundamentals of music
128. Democratic principles
129. Federal aid to education
130. Classroom dramatizations
131. Guidance internship
132. Fundamentals of health
133. Wise use of leisure time
134. Diagnostic ~~testing~~
135. Student government
136. Group dynamics

None 1	Little 2	Some 3	Much 4	Very Much 5

_____	137.	Contract method of teaching	152.	Humanities course	_____
_____	138.	Creative writing instruction	153.	CHEM STUDY (Chemistry)	_____
_____	139.	School organization approaches	154.	Extended school year	_____
_____	140.	Adjustment of the transfer student	155.	Optional attendance	_____
_____	141.	Correlation of school subjects and grade levels	156.	Systematic child observation	_____
_____	142.	Sponsorship of extracurricular activities	157.	Statistics for school personnel	_____
_____	143.	Department head responsibilities	158.	Work-study program	_____
_____	144.	Listening	159.	School-within-a-school	_____
_____	145.	Semantics	160.	Foreign student exchange	_____
_____	146.	Diplomacy	161.	Use of computer teaching	_____
_____	147.	Coordination of elementary, Jr. High, senior high programs	162.	Linguistics	_____
			163.	Group counseling	_____
_____	148.	Research and reference skills	164.	Team learning	_____
_____	149.	Cataloging non-book materials	165.	Science experiments	_____
_____	150.	Gymnastics	166.	Interdisciplinary Approach (POD)	_____
_____	151.	Anatomy			

If the items on this survey have not covered your needs and interests in inservice training you may write in below or on the back of this page the items of your highest priority (5).

SUPERVISORY UNION #26

1-4_____
5-8_____
9-12_____

Needs Assessment Survey #II

No names please - check level most applicable to you.

This survey is constructed to determine your specific needs and priorities in relation to Basic Skills of teaching. Basic Skills are techniques and knowledge usable by all teachers, regardless of grade or subject, to perform effectively in the classroom. All teachers have abilities in the basic skills area. It is the perrogative of the teacher to decide which basic skills need improvement. The purpose of this survey is to afford you the opportunity to be involved in the planning for in-service teacher education with respect to specific skills you desire to improve.

Using the scale below, select your response to each item and number the space to the left of each statement that best represents your feelings.

None	Little	Some	Much	Very Much
1	2	3	4	5

"I would like to improve my ability..."

_____1. To get my students set or ready for immediate involvement in the lesson (establishing set).

_____2. To establish many frames of reference, or points of view, to help students see the concepts easier (frames of reference.).

_____3. To close and summarize my lessons so that the students will have the feeling of satisfactory achievement (achieving closure).

_____4. To recognize student attention cues and the methods for maintaining their attention (recognizing and obtaining attending behavior).

_____5. To use various techniques for assessing student understanding of the material as the lesson progresses (providing feedback).

_____6. In asking questions in class (asking questions).

_____7. In asking questions of a higher order that require deeper student thinking (higher order questions).

_____8. In asking questions that "probe" the depths of student thinking (probing questions).

_____9. In varying my methods to establish and maintain high student attention levels (varying the stimulus input).

_____10. To analyze the verbal interaction in my classroom (verbal interaction analysis systems).

_____11. To analyze the teacher practices and activities taking place in my classroom.

None	Little	Some	Much	Very Much
1	2	3	4	5

"I would like to improve my ability..."

_____12. To analyze the levels of intellectual processes or cognitive behavior in my classroom

_____13 To use techniques to have students provide objective and subjective feedback or the quality of my instruction (student feedback systems).

_____14. To reinforce pupil learning through the specific techniques of reward and punishment (reinforcement).

_____15. To practice and gain insight in teacher-pupil interactions (control of participation).

_____16. To clarify and reinforce major ideas and concepts in a lecture or discussion through repetition and figures of speech (redundancy and repetition).

_____17. To use the mediums of silence and physical gestures to stimulate student thought (teacher silence and nonverbal cues).

_____18. To utilize various techniques that induce student questions (student-initiated questions).

_____19. To communicate with students with clarity and understanding (completeness of communication).

_____20. To present ordered and sequential information to the students orally (lecturing).

_____21. To alert students early enough during lesson discussion so that they will have time to formulate an answer to any question asked (pre-cueing).

_____22. In using older students to train younger students (cross-aging).

_____23. To stimulate students for meaningful involvement in the lesson (motivation).

_____24. In using examples to clarify, verify, and substantiate concepts (illustrating and use of examples).

_____25. To create a classroom atmosphere that encourages student academic and phychological growth (climate control).

_____26. To write behavioral objectives for student performance.

If the items on this survey have not covered your needs and interests you may write below and on the back of this page your inservice needs at highest priority (5).

SUPERVISORY UNION #26

Needs Assessment Survey #III

1-4 _____
5-8 _____
9-12 _____
No names please - check level most applicable to you.

This survey concerns teacher Interpersonal Relations. It is not an evaluation of how teachers teach but an attempt to secure a description of how teachers feel and an attempt to identify needs regarding the understanding of others and their roles.

Most people have specific problems concerning their work situation. The statements in this survey reflect realistic interpersonal situations that often concern instructional personnel. You should respond to the statements in such a way as to give the best expression of how you actually feel. Simply react; do not try to qualify the statements in any way. Your first impulse in responding to an item is likely to be the most nearly accurate.

Please mark all items as most of these items are applicable for instructional personnel, avoid marking not applicable whenever possible.

Using the scale below, select your response to each item and number the space to the left of each statement that best represents your feelings.

Not Applicable	Very Untrue	Tends to be Untrue	Tends to be True	Very True
1	2	3	4	5

_____1. I feel I would benefit from an inservice training program to improve my skills in interpersonal communications.

_____2. In our school, the rules set by the principal are never openly questioned.

_____3. Teachers lack knowledge of the principal's role in the school and community.

_____4. Some teachers constantly attempt to obtain special favors from the principal at our school.

_____5. Overall, it is difficult to communicate with our custodial staff.

_____6. Our faculty meetings are quite often a waste of time.

_____7. Teachers lack knowledge regarding exactly what the secretary's role is in the school setting.

_____8. Administrative paper work gets in the way of effective teaching at our school.

_____9. I feel it is difficult to communicate with our cafeteria personnel.

_____10. Teachers at our school are not given an opportunity to express openly their feelings regarding change in school policy.

Not Applicable	Very Untrue	Tends to be Untrue	Tends To be True	Very True
1	2	3	4	5

_____11. I need more knowledge of the role of the aides in our school.

_____12. Our school lacks group cohesion and harmony as a result of the relationship between the faculty and administration.

_____13. I feel a need to communicate more effectively with the parents of my students.

_____14. Several of our faculty members feel that certain student groups have too much control regarding school policy while others feel that students should have more control.

_____15. The average teacher feels a need for a better understanding of the school administration.

_____16. Our teachers interrupt one another at faculty meetings.

_____17. Most teachers do not know what a supervisor is supposed to do.

_____18. Teachers at our school do not feel free to talk about their personal life to other members of the faculty.

_____19. I lack knowledge regarding exactly what our school counselor does.

_____20. I will strive to obtain a goal even at the expense of friends and associates.

_____21. I feel a need to better train my sensitivities for understanding and responding to the disciplinary problem student.

_____22. I would like to become more "open" with my colleagues.

_____23. I feel inadequate in my understanding of the underachieving student.

_____24. Several of our teachers feel that there is too much punitive disciplinary action at our school and other feel we should be harsher in our approach.

_____25. I feel the need to develop more acceptance and knowledge of the culturally deprived student.

_____26. Different subject matter teachers or different grade level teachers seem to have little in common at our school.

_____27. I feel a need to better understand the gifted student.

_____28. I feel that guidance couselors should have teaching duties along with their counseling assignment.

_____29. It is difficult to communicate effectively with students of a different race.

Not Applicable	Very Untrue	Tends to be Untrue	Tends to be True	Very True
1	2	3	4	5

_____30. In general, the teachers feel that our guidance counselors are "privileged" people.

_____31. Teachers do not need to perceive a student as he perceives himself in order to be more effective in teaching him.

_____32. I feel that people do not understand me.

_____33. In teaching, verbal communication is more important than non-verbal communication.

_____34. I often get so wound up in what I want to say that I do not really listen to what other people are saying.

_____35. Sometimes students must be forced to learn.

_____36. Professional evaluation is more important to a teacher's success than personal evaluation.

_____37. Sometimes learning on the part of the student must be a painful process.

_____38. I would appreciate the opportunity to express my feelings in a confidential group situation with other teachers.

_____39. Some failure is good for students.

_____40. It is difficult to be acceptant of the student who does not conform to hairstyle and appearance.

_____41. One of my basic duties is to point out the students' mistakes to them.

_____42. Our custodians play "favorites" among the teaching staff.

_____43. It is just as important to know the student's background as it is to know his present feelings.

_____44. Several of our teachers mistrust the secretarial staff.

_____45. I would like more knowledge as to why some students continually disagree with and defy authority.

_____46. There is not a congenial relationship between the cafeteria personnel and the teachers at our school.

_____47. A discussion regarding sex does not belong in the classroom.

_____48. Overall, the relationship between our aides and the teachers is not conducive to a good learning atmosphere.

SAMPLE

A sample contract for use between an LEA and an independent contractor agreeing to be Instructor of an APT Course.

C O N T R A C T

The following, when signed by both parties, shall constitute the contract between _____(LEA)_____, hereinafter called The LEA, and ___(contractor)_____ of __(address)_____, hereinafter called The Contractor.

The contract shall commence on the _____ day of ____ and terminate on the _____ day of _____.

Compensation:

I. THE CONTRACTOR AGREES:

To provide the LEA with one ten-week session of the Project APT In-service Course for Teachers, hereinafter called The Course, under the following terms and conditions:

1. The Course will meet the qualifications and criteria published in A Manual For the Implementation In Local School Districts of the Project APT In-Service Training Course For Teachers, SEC. III, Course Syllabus.

2. Give the LEA fourteen (14) eight-hour days of service, such days to be allocated as follows:

A. One (1) day prior to the beginning of the Course for an Executive Planning session and meeting with LEA personnel, including the person to be responsible for videotaping.

B. One (1) day per week for ten (10) consecutive weeks for the purpose of teaching the formal class sessions of the Course and for individual conference and videotape critiquing meetings with Course participants.

C. One (1) day per week during each of the two weeks following termination of the formal Course sessions for the purpose of reinforcement and evaluation of classroom progress of Course participants.

D. One (1) day to be divided between:

1. A meeting during the fifth week of the Course with the Advisory Committee, at which time the Contractor will give a progress report.

2. A meeting during the third week following termination of the Course for a personal evaluation and feedback session withe LEA administrative personnel.

3. Prepare a written summary of the Course for the LEA. The Summary will be presented to LEA at the final administrative session. It will consist of at least the following sections:

A. A list of the participants of the Course.

B. Verification of participants of Course who met the requirements for in-service credit.

C. Explanatory comment on any Course participants denied verification for in-service credit.

D. A list of any Course participants who achieved such successful implementation of Course theories and practice that they would be considered by the Contractor as good condidates for advanced training which would qualify them to become APT Course Instructors for the LEA.

E. Commentary on the general level of competency of Course participants, as indicated by Evaluation instruments.

F. Recommendations for a renewal system which will suit the needs of the LEA district.

G. Indication of any problem areas in the presentation of the Course which should be brought to the attention of the LEA.

4. To provide LEA with a list of textbooks and supplementary materials needed for the Course, prior to the commencement of Course and, for hand-out materials, during progress of Course.

II. THE LEA AGREES:

1. To pay Contractor the sum of $_____, one-half (½) to be paid upon signing of the contract and the balance thirty (30) days after the final meeting of the Course Instructor and the LEA administrative personnel, as provided in Sec. I, D, 2.

2. To comply with the APT Course requirements and recommendations as indicated in the APT Course Manual.

3. To be responsible for all enrollment procedures for Course participants.

4. To appoint one member of the LEA administrative staff as a liaison person for Contractor.

5. To provide a classroom or other adequate space

for both the formal classes and the videotape critiquing sessions required by the Course, such space not to be in use by other persons when assigned to Contractor.

6. To supply at least one videotape recorder and playback system and two (2) tapes per participant (or the equivalent of 2½ hours of taping time per participant) for the Contractor's use for the Course, such equipment to be portable if Course participants are located in various buildings. Tapes will be returned to the LEA for re-use following Course.

7. To provide personnel to do the classroom videotaping required by the Course.

8. To provide personnel required to substitute in classrooms of Course participants during their released time periods.

9. To allow LEA teachers participating in the Course at least one hour of released time five times during the period of the Course for the purpose of individual videotape critiquing and conference sessions with Contractor, such time not to be considered the same as time spent in the formal Course class sessions.

10. To provide Course texbooks and supplementary materials as specified by Contractor.

11. To allow Contractor occasional use of LEA audiovisual equipment for Course class presentations.

12. To be available for meetings with Contractor provided in Sec. I.

III. STANDARD OF WORK

In performing services under this agreement, the Contractor is an independent contractor and nothing herein is to be construed as establishing an employer-employee relationship. The Contractor agrees that all work will be performed in accordance with the highest professional standard.

IV. ASSURANCE OF CONFIDENTIALITY

Any need by the Contractor to have access to specific documents or persons will be made known to the LEA. All information and findings related to the Course will be held in strictest confidence by the Contractor. Any non-confidential publicity, journal articles, or other printed matter of a dissemination nature which may be developed

by Contractor as a result of Course activities will be presented to the LEA for approval prior to publication or use by Contractor.

V. GOVERNING LAW

The validity, construction and effect of this contract shall be governed by the laws of the state of _____.

VI. ENTIRE AGREEMENT

This contract constitutes the entire and only agreement between the parties hereto and may be amended by an instrument, in writing, by authorized signatures and date thereto with the intent to bound thereby.

THE CONTRACTOR	THE LEA
By: _____	By: _____
Date: _____	Date: _____

AN APT PRESENTATION

The format of the following program is one which has been successful for us in making presentations to both teacher and parent groups. While it looks, and should seem, very relaxed and informal, it is really carefully planned. It helps to have at least one rehearsal of the skits. The actors often have good suggestions to make them more fun. You'll also find that during the program they frequently get so involved in their parts that they will introduce new things into the dialogue or behavior. If the actor being the teacher makes instinctive reactions to these new behaviors, they are a natural entre into the discussion period.

If the presentation is for a small group meeting in a school classroom, it works well to have the audience cluster together as in a class and let them all be part of the student class in the skit. They usually become quite easy about this after the first skit. It is also possible to ask for volunteers for the actors in the skits, though sometimes you do not get as good a skit this way. The more fun the skits can be, the more your audience will relax and begin to participate in the discussion. Having classroom teachers who have personal experiences to relate also leads to more discussion from the audience.

Our experience has been that starting with Classroom Management, then picking up Reinforcement, and finishing with Motivational Goal Setting is the best plan. If some members of the audience arrive armed with criticism of management techniques, many of their anxieties can be relieved in the early part of the program, especially be hearing first the kind of behavior you are expecting of teachers. Just as we use Classroom Management and Reinforcement as the groundwork for the APT Course, so, too, it can lay the foundation in a presentation for the more difficult and controversial area of behavioral management.

Allowing discussion at the end of each section of the program gives the audience a chance to grasp each idea as you go along and to participate more fully than if they have to hold onto all of their questions and ideas until the end of all the skits.

PROPS: There are only a few props needed but it will help you to keep them organized for quick distribution and clearing-away if you put the props for each skit into a medium sized box. Cover the box and write on the sides the names of the teachers in the skits. The names were picked for their comedy value and will give you a boost in getting the audience into the act.

SKITS: At the end of the Sample Format you will find the skits. The pages are designed to be photostated then glued onto 4 x 6 cards which the actors carry with them during the skit.

AN APT INFORMATION SESSION

SAMPLE FORMAT

CHAIRMAN

Good evening. I'm _____ (give name plus title)
We're glad to see you here. Because you have come, we know that you are aware of the APT program we have started in our school district and are interested in learning more about it.

_____ (name of Instructor), you are the Instructor for our APT Course. Would you tell us what the initials A P T stand for?

INSTRUCTOR

The word APT means "Application of Psychological Theory in the Classroom."

CHAIRMAN

(Looking around audience.)
Doesn't help much? Perhaps not. And yet the name does mean exactly what we are trying to do; take those vague theories taught in teacher training courses and put them into practical application in the classrooms in our schools.

The Project APT In-service Training Course for Teachers is the out-growth of a program in motivational goal setting developed by the Merrimack, N.H. School District under a grant from Title III of the Elementary and Secondary Act. We have available tonight a short slide/tape presentation from Project APT which will give you something of an over-view of the program.

May we have the lights out, please.

(SHOW APT SLIDE/TAPE PRESENTATION.)

CHAIRMAN

What you have seen is an over-all description of what we are trying to do for our teachers, too. I think, though, we can add to your understanding by some actual illustrations.

I'm going to turn this part of the program over to (Course Instructor).
(Give a short biography of the Instructor.)

INSTRUCTOR

I hope we haven't left you more confused than when you came! It's not easy to explain some of these concepts in just a few words and pictures. I hope that you did recognize that while some of the philosophies upon which the APT program are based are new, most of them are old ideas. They are the things which the really great teachers and parents have always done by instinct -- and the rest of us wish we could!

During the past thirty-five or forty years, a new group of scientists calling themselves "behaviorists" have studied exactly what those outstanding teachers and parents were doing to turn out such wonderful children. When they found some of the answers, they developed a planned type of program which any teacher or parent could follow which, in most cases, will help other children in the same way. By following a specific plan, a teacher is able to double-check herself - did the changes which happened result from the plan, or from some outside stimulus? If the plan is causing the results, how can the teacher continue to mold the plan to get the same, or continuing results? If it isn't working out as hoped for, what changes in the plan should be made?

Let's take a look at some specific examples of how such planning works.

(Turns to others on stage - the "actors.")

Now, we're not blessed tonight with a handy group of professional actors, so I've recruited a group of enthusiastic amateurs. If you're willing to take us as we come, we can have some fun and learn at the same time. My actors:

(introduce each by name, with perhaps some mention of who they are.)

Each of our Scenes will have two skits, or acts. The first act will show you what might be happening in a classroom before a teacher takes the APT Course. The second act will show you how we hope the same teacher will behave after having the APT Course.

Our first Scene is on "Classroom Management."

(One of the actors puts up a poster or other visual with the name in bold letters.)

This is the classroom of "Miss Recent Grad."

(Use whatever description you wish from the Cue Cards. At the same time, the actors take their places, one bringing out and putting near the Instructor a box of props on which the teacher's name is prominently written.)

(Do SKIT 1.)

Now let's look at Miss Recent Grad's classroom after she has started to take the APT Course.

(Do Skit 2.)

(Instructor thanks actors, who return to seats at back of stage, or their places in the audience. Instructor discusses with audience Classroom Management, why it is needed, how it works, some other examples she has run into. Reference can be made to the education-business comparison used in the APT slide/tape program. When finished, the Instructor asks the teachers assisting with the program what they would like to add. This can be pre-planned, especially is the panel has not done the program previously. When the panel has finished commenting, the Instructor asks for questions or discussion from the audience. In replying to such questions,

involve the panel as much as possible.)

If there are no further questions, let's go on to our second theory: Reinforcement.

(An actor puts up the reinforcement sign.)

For this act, let's visit the classroom of Mr. Goodguy.

(Actors take their places, placing on the Instructor's table the box with the Goodguy name on it.)

Mr. Goodguy is everybody's favorite teacher in this school. He loves children and they love him. He never raises his voice and he's always kind and considerate of everyone.

(Do SKIT 1.)

Don't you wish all teachers were like Mr. Goodguy? He is pretty great. But believe it or not, the APT program would say he could be even greater in his attitude and behavior toward children. Let's take a look at what happened after he took an APT Course.

(Do SKIT 2.)

(Instructor explains the changes that took place in Mr. Goodguy - saying how many were right, not wrong; positively reinforcing each child; making the comments fit the individual child, etc. Discuss the reinforcement theory. Examples, etc. with participation of panel as before. Questions from floor.)

We come now to the most difficult theory with which we deal in the APT Course - motivational goal setting. To some of you, the words behavioral management, contingency management, behavior modification may be more familiar. For the most part, they mean the same thing. But those working with the APT Course feel that "motivational goal setting" is a truer description of the goals and objectives of the Course.

I'd like to have you visit with me now the classroom of MRS. I'VE HAD IT.

(Actors take places with box as before.)

(Do SKIT 1.)

From the reaction of the audience, that situation must have been pretty familiar. It's not always an easy one to handle. But this is the kind of situation where that "planned program" I talked about earlier pays off. While taking the APT Course, Mr. Goodguy learned of a better way to handle Harry. Like this.)

(Do SKIT 2.)

(Instructor discusses behavioral management. Open floor for discussion. From now on, allow free flow of conversation about the entire program or related ideas. As often as possible emphasize the things which APT does not do - see SEC. I of Manual in response to negative remarks about behavioral management. Make a strong point of the fact that you are not suggesting a panacea for all discipline problems and why - some teacher problems may be lack of hold on the curriculum, children's severe emotional problems, children who cannot be motivated. At the end of this scene is a good time for the Instructor to introduce the question of punishment and how it is handled effectively - that it is very much a part of the APT program training.)

I want to thank our actors for their help tonight. Weren't they fine? And I also want to thank (give names) who served as our panel tonight.

END

NOTE: When doing a presentation for the public prior to our Parent Course, APT used the same basic script but substituted two home situation skits as follows:

REINFORCEMENT: Mother is trying to get the children to do their daily chores while she is making dinner. Not much reinforcement is going on. In the second act she gives them much positive reinforcement for work done.

BEHAVIORAL MANAGEMENT: Father is trying to get the kids to leave the TV and go to bed. From behind his evening paper he speaks to them two or three times before losing his temper, at which they fly upstairs. In Skit 2 he institutes a pre-planned program. Whoever can get into pajamas and have teeth brushed within the next 15 minutes will be 'rewarded' by seeing the first fifteen minutes of the (name) show.

MISS RECENT GRAD & CLASSROOM MANAGEMENT

You are an art teacher in her first year of teaching. You are happy and the children like you because your classes are fun. However, you have not yet learned how to organize your work and materials so not too much art is getting done in the short time you have a group of students. Also, you happen to believe that art should be unstructured.

SKIT 1: The children are sitting quietly waiting for you to begin. You put art materials on the table and immediately announce that they should distribute them, which one or two do. You go on with the instructions for the lesson even though there is much movement in the class and the children are not listening to you while they get their materials.

SKIT 2: You have learned the need for classroom management so that the art work itself can be "unstructured." You have the day's materials ready in front of you. You explain to the class what they are to do for the day, making sure they understand the instructions. You then ask for volunteers to hand out the materials. You indicate just what materials each child and/or table will need. As soon as all is ready, you ask if there are any further questions and start the children on their project.

CLASSROOM OF "MISS RECENT GRAD" JACKIE

You are a student in an art class. The teacher is very nice and the work is fun. You like to help.

SKIT 1: When the teacher starts handing out the materials, you volunteer, or else on your own, hand materials out to the other children. You quietly ask what they need without being disorderly. You are too busy to hear what the teacher is saying. Finished, you return to your seat and wait further orders from the teacher. You finally let her know that you don't know what to do.

SKIT 2: Same class. You listen quietly while the teacher explains the lesson. When she asks for volunteers, you distribute materials as she directs you to then return to your seat until she tells you what to do next.

CLASSROOM OF "MISS RECENT GRAD" HARRY

You are a student in an art class. The teacher is very nice and the work is fun. You like this period.

SKIT 1: The teacher indicates that there are materials to be handed out. You children begin sorting them out and taking the things you think you will need. You are not impolite or rude about this but you do talk among yourselves and do not listen to what the teacher is saying. When you settle down, you have to ask the teacher what you are to do.

SKIT 2: Same class. You listen quietly while the teacher explains the lesson. After the materials are handed out, you follow her instructions.

CLASSROOM OF "MISS RECENT GRAD" BETTY

You are a student in an art class. The teacher is very nice and the work is fun. You like this period.

SKIT 1: The teacher indicates that there are some materials to be handed out. You children begin sorting them out and taking the things you think you will need. You are not impolite or rude about this but you do talk among yourselves and do not listen to what the teacher is saying. When you settle down, you have to ask the teacher what you are to do.

SKIT 2: Same class. You listen quietly while the teacher explains the lesson. After the materials are handed out, you follow her instructions.

"MR. GOODGUY & REINFORCEMENT

You are everybody's favorite teacher. You love children and they love you. You never raise your voice and are as kind and considerate as can be to everyone. However, you do not use very much positive reinforcement.

SKIT 1: You are handing out test papers which have been graded. You comment to each person about the grade. You are upset about the general level of the whole class on the test. You tell each one how many they got wrong and say they must do better, except for the one boy who got 100%. The little girl with 8 wrong especially upsets you.

SKIT 2: Hand out the tests but this time reinforce. Betty got 10 right and can move to the next level. Harry got 8 right and with such good work will be ready for the next level on Monday. Jackie got only 2 right but that is the best record any student has ever had for his first day at this level of work. Suggest that Betty help Jackie, which will be a review for h . Congratulate the whole class on their effort.

(NOTE: As a teacher, you might not hand out papers this way so the whole class hears the results, but you can treat it as a day when you want to reinforce the entire class for their hard work.)

CLASS OF MR. GOODGUY HARRY

You like your teacher very much and want to do the best you can to please him. He is fair but expects every student to work hard and get as many problems right each day as possible.

SKIT 1: You feel bad because you got 2 problems wrong. It's sort of discouraging.

SKIT 2: You feel good about the comments the teacher makes about your work and will be able to tell your mother that you are nearly ready for the next level. You are especially happy when the teacher suggests that you tutor Jackie because now you know he trusts you.

CLASS OF "MR. GOODGUY" BETTY

You are the top student in the class right now. You are proud of the nice comments Mr. Goodguy makes about your work.

CLASS OF MR. GOODGUY JACKIE

You have just come into this class. It is a new level and you are very unsure of both yourself and the work. You know the teacher is nice because everyone has told you so, but you are still a little bit scared of him and the other children. When he is stern, it is hard not to cry.

SKIT 1: You got the lowest mark in the class. The teacher is very unhappy about the work of the whole class but especially about yours. You sink down in your chair in despair. It is hard not to burst into tears. You can't bear to look at the other children.

SKIT 2: At first you are scared because the teacher gets to your test last and you know your didn't know the answers. When Mr. Goodguy says he is proud of how well you did your first day, you brighten up. It makes you especially happy that he has asked another student to work with you.

MRS. I'VE HAD IT & BEHAVIOR MODIFICATION

You're a good teacher & run a tight ship, fair but a disciplinarian. You individualize & expect a child to stick at his task while you work with others. Usually they do, except Harry. All the teachers know Harry! He is out of his seat most of the time. You've put him in the middle of the room where you can keep an eye on him but still he wanders. You've given him a dozen warnings already today about teasing the girls. You give the assignment then go to Jackie's desk for individual help.

SKIT 1: Harry goes to pencil sharpener. You look up from working with Jackie without saying anything. He goes to his seat. Is up to get a book. Point his seat out to him. When you go back to Jackie, he takes a pencil from Betty's desk, taunts her, and she finally calls to you. You explode and send Harry to the principal.

SKIT 2: You are talking to Harry alone. You tell him he's not doing any work and failing. Show him your chart on the number of times he's been out of his seat. Discuss the behavior and a program which will help him change. Talk about rewards. Also discuss punishment if he continues to disturb the other children at their work and to tease the girls.

CLASS OF "MRS. I'VE HAD IT" JACKIE

You are a student with whom the teacher is working individually. She is helpful but just when you are catching on, she has to stop the work to discipline Harry. There's nothing much you can do about it - the teacher is always having to talk to Harry.

CLASS OF "MRS. I'VE HAD IT" HARRY

You are Harry, the school trouble-maker. You are so bored with work! You like wandering around and talking with the other kids. It takes you a long time to settle down to work - almost the whole period. Today the teacher is working with individual students and you are supposed to be doing your own problems in math.

SKIT 1: You go to the pencil sharpener. You see the teacher looking at you and return to your desk. You need a book. Go get it. The teacher points to your seat. You look to see if the teacher is watching. She isn't. You go past Betty's desk and snitch a pencil. You tease to get her to try to get it back. Finally, the teacher sends you to the office. As you get to the door, you wave good-bye to the kids and smile happily as you leave.

SKIT 2: You are alone with the teacher. She discusses your behavior & that you are failing. You have to agree she is right. She tells you about a plan she has to help you. Cooperate with her and see if you can agree on rewards, etc.

CLASS OF "MRS. I'VE HAD IT" BETTY

You sit near Harry. He's a terrible tease and none of the girls like him because of it. You don't like it when he interrupts your work because you are a good student and want to do well. You don't put up with any of Harry's nonsense.

SKIT 1: When passing your desk, Harry steals your pencil, which you need. He taunts you to reach for it. You make a couple of tries and then call out to the teacher for help.

COURSE SYLLABUS

Planning ?

? objectives ?

Support Materials

Evaluation

Sequence

Lesson Plans ?

? strategy ?

A MANUAL
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THE PROJECT APT
IN-SERVICE TRAINING COURSE FOR TEACHERS

Course Syllabus

PREPARED BY

Barbara A Pitsch

Barbara Pitsch,

Psychologist

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IN-SERVICE CREDIT REQUIREMENTS

In order for any participant in the APT Course to receive from the Instructor verification for in-service credit, he or she must meet the following standard of performance:

1. A participant in the APT Course must complete all assignments on time.

2. A participant may not miss more than two (2) of the ten (10) formal class sessions.

3. A participant must have at least five (5) video-tapings of his or her classroom and participate in a critiquing of each tape with the Instructor.

4. Non-teaching personnel participating in the Course must complete all assignments given as alternatives to replace video-taping sessions.

LESSON PLAN

The Project APT Course is designed to include both academic and practical training. There is a weekly two-hour class session plus classroom activities to be carried out by each participant. While the Syllabus has been evolved particularly for classroom teachers, alternative activities can be planned for other educational personnel taking the Course.

Integral to the success of the APT Course at the elementary level is video-taping of the classrooms of Course participants. Each teacher will have his or her classroom taped at least five (5) times within the period of the Course. At a released time period, the teacher has an individual conference with the Instructor. They critique the tape, assess the success of programs instituted by the teacher, and together make decisions about any needed changes. Criteria for video-taping will be found at the end of the Lesson Plan.

The following textbooks are used in the APT Course:

1. Hall, R. Vance, Managing Behavior, Books 1, 2, and 3. H & H Enterprises, Inc., Post Office Box 3342, Lawrence, Kansas 66044, 1971.

2. Mager, Robert F., Preparing Instructional Objectives, Fearon Publishers, Lear Siegler, Inc., Education Division, Belmont, California 94002, 1962.

WEEK 1

OBJECTIVE:

Organizational meeting.

ACTIVITIES:

1. A contract for Course participants will be given out by Course Instructor.
2. General orientation.
3. Pre-test for teachers:
   A. Terms of behavioral management.
   B. Principles involved in Course, such as reinforcement.
4. Pre-testing of target child or children of participants:
   A. Sociogram.
   B. APT Questionnaire or published personality or attitude scale.
   C. Instructions to select out achievement tests from Consumer's own files which participants may wish to test out.
5. Discussion of terms.
6. Explanation of video-taping and arranging for classroom procedure for same.

ASSIGNMENT:

1. Read Vance Hall III
2. Begin to keep a personal log three (3) days per week, using the form devised by APT.

WEEK 2

OBJECTIVE:

To learn to observe and count behavior and to describe it in behavioral terms.

ACTIVITIES:

1. Observation techniques - using role playing, fishbowl, etc.

2. Questions and discussion on Vance Hall assignment from Week 1.

ASSIGNMENT:

1. Count own negative and positive behavior two hours per day for five days.

2. Continue keeping personal log.

3. Read Vance Hall, Book I.

WEEK 3

OBJECTIVE:

To be able to write the frequency of previously counted behavior into graph terms.

ACTIVITIES:

1. Questions on counting behavior resulting from previous week's assignment.
2. Review and discuss the process of setting up a graph.
3. Each participant will graph his own five days of behavior as developed from previous week's assignment.

ASSIGNMENT:

1. Select the three (3) difference target behaviors of an individual or group of students and begin to count.
2. Read Vance Hall II on the basic principles of reinforcement.
3. Continue keeping personal log.

WEEK 4

OBJECTIVE:

To review and discuss the basic principles given in Vance Hall II, and to present reward hierarchies and the process of determining rewards.

ACTIVITIES:

1. Introduction to basic principles of rewards and behavioral change.

2. Role playing and modeling to demonstrate direct reinforcement, ignoring, punishment, etc.

3. Small group discussions to talk about target cases selected by participants.

ASSIGNMENT:

1. Set up a graph on the target student or group and take an assessment of the rewards which might be used with same.

2. Continue keeping personal log.

WEEK 5

OBJECTIVE:

To learn the step-by-step process of setting up a behavioral management program.

ACTIVITIES:

1. Questions from participants.
2. Written test to check understanding by participants of principles, term definitions, etc.
3. Large group session using data collected by some members of the class to illustrate setting up a behavioral management program.
4. Small group session wherein each participant will be able to do the same with his own material.

ASSIGNMENT:

1. Each participant will begin a program with his target student or group.
2. Continue keeping personal logs.

WEEK 6

OBJECTIVE:

To present schedules of reinforcement and to discuss the continuing programs of participants.

ACTIVITIES:

1. Discuss and review quiz from previous week.
2. Presentation of scheduling of rewards by using group's own cases as illustrations.

ASSIGNMENT:

1. Review Vance Hall III.
2. Read Instructional Objective Writing by Robert Mager.
3. Continue keeping personal log.

WEEK 7

OBJECTIVE:

To learn educational and behavioral objective writing.

ACTIVITIES:

1. Questions from participants and review of Lesson 6.
2. Written test to evaluate objective writing skills of class.
3. Use of Pre-test given at beginning of session for group evaluation and review of objective criteria.
4. Filmstrip on objective writing.

ASSIGNMENT:

1. Decide on a self-initiated program. Specify target behavior and graph base-line behavior.
2. Write part or all of lesson plans in behavioral objectives.
3. Continue to keep personal log.

WEEK 8

OBJECTIVE:

To learn the process for scientific verification of a program.

ACTIVITIES:

1. Discussion of the baseline for a new program taken during the previous week.
2. Using sample cases, demonstration of different processes of scientific verification.

ASSIGNMENT:

1. Each participant will select a method of verification and try it out on his original program.
2. Begin the self-initiated program.
3. A supplemental reading assignment.
4. Return log to Instructor.

WEEK 9

OBJECTIVE:

To discuss the results of the verification and evaluation of participants' original programs.

ACTIVITIES:

1. Post-testing of participants.

2. Questions and discussion of Lesson 8.

3. Directions for written assignment.

ASSIGNMENT:

Write a one-page summary of programs instituted using the Hall format used in Book III.

WEEK 10

OBJECTIVE:

Mutual reinforcement of participants and Instructor.

ACTIVITIES:

1. Review of Post-test.

2. Discussion.

ASSIGNMENT:

Write an Evaluation as indicated in Item 2 of the Evaluation Design section. This assignment is to be delivered during the following week to an in-district person who will then forward it to the Instructor.

PROCESS FOR VIDEOTAPING

An essential component of the Project APT Behavioral Management Course is the video-taping of the participants and their classrooms. This technique enables the Course participants to view and evaluate what is occurring in their rooms and to identify priorities for change. It also reflects the degree of change from the beginning of the Course to the end.

Five tapings lasting from 20 to 30 minutes are done throughout the ten-week Course by a teacher assistant or some other special personnel in the building. (Guidance has done it, for example.) A sixth taping is done initially before or during the first week of the Course to desensitize the pupils and teachers to the equipment. At this time, everyone can see how it runs, look at themselves while they are being taped, and see a playback. The five tapings during the Course begin after this initial session. The focus of the tape, as well as the time of taping, are usually determined by the classroom teacher with the agreement of the "taper" and the Instructor.

Review of the tape by the classroom teacher and the Instructor is done as soon as possible after the taping is completed. At this time, the teacher is usually released by the APT Teacher/Assistant who substitutes for her. Project APT has found that an individual with some understanding of classroom dynamics and exposure to education captures a great deal more on the tape than someone trained to just run the machine only.

The process of tape review usually takes 30 minutes and generally focuses very specifically on a major component of classroom management, varying with the teacher. Comprehensive notes are kept on the tape review session by the Instructor to allow carry-over and to follow recommendations.

The tapes made for the APT Course are not to be used as a teacher evaluation media.

A MANUAL
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IN-SERVICE TRAINING COURSE FOR TEACHERS

Instructor's Manual

PREPARED BY

Barbara A Pitsch

Barbara Pitsch, Psychologist

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INTRODUCTION TO THE INSTRUCTOR'S MANUAL

The following Manual is written as a guide for instructing classroom teachers in the use of behavioral management techniques to increase their effectiveness as learning facilitators. It is assumed that an Instructor teaching this program will have had an adequate background in behavioral management techniques so that he or she can explain the underlying theory and application of practical programs with ease and clarity. The Manual is constructed for ten weeks of one and one-half hour sessions each week for a small group of ten to fifteen people. The group instruction mainly focuses on theory and how to apply different procedures in the classroom. One of the underlying assumptions of the Project is that everyone will adapt certain alternative strategies to suit the situation. Thus there is no single alternative that is routinely used (such as token economy) for all. The practice part of the Course is taken care of during consultation sessions which are described in the videotaping section of this Manual.

The lessons are organized in the following fashion: materials necessary for each session, objective for the session, activities for the objective and homework. The intent of the Manual is to give process guidelines for instruction to stimulate the Instructor in providing activities. Very little content on behavioral management (except a general outline) is included. Neither the activity suggestions nor the enclosed sample handouts are sacred. Any Instructor should feel free to use his creativity in providing alternative activities. The Course should be fun and informal as well as informational. The following supplementary texts are recommended to Instructors for preparation or supplementary aid to the participants:

Becker, W.C., Englemann, S., Thomas. D.R. Teaching: A Course in Applied Psychology. Chicago: Science Research Associates, 1971.

Gardner, W.I. Children with Learning and Behavior Problems: A Behavior Management Approach. Boston: Allyn & Bacon, Inc., 1974.

Krumboltz, J.D. & Krumboltz, H.G. Changing Children's Behavior. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

Meacham, M.L. & Wiesen, A.E. Changing Classroom Behavior: A Manual for Precision Teaching. Scranton, Pennsylvania: International Textbook, 1972.

Sulzer, B. & Mayer, G.R. Behavior Modification Procedures for School Personnel. Hinsdale, Illinois: Dryden Press, 1972.

SESSION I

MATERIALS

(All handouts to participants)

Course Syllabus
Contract
Bibliography
Log Forms (if used)
Pre-test

OBJECTIVE

The first meeting is an organizational meeting to discuss the schedule for videotaping, the Course requirements, general aims of the Course and philosophy. The major job of the Instructor is to reduce anxiety and to generate a positive atmosphere for free questioning and discussion for the remainder of the program.

ACTIVITIES

The major part of this session will be an explanation of the above objective by the Instructor.

1. Introduction of everyone in the class with an opportunity to tell grade level or specialty. (If participants are strangers)
2. Handouts
3. Course requirements include successful completion of the objectives and homework assignments as well as institution of two programs in classroom, one being an independently constructed one.
4. Weekly logs written by the participants from one to three times a week have been used by the Project to gather anecdotal evaluation material. This activity is optional, however. Some teachers reported it helped them define their feelings and their objectives while others felt it was a nuisance. The logs were helpful when the Instructor was out of the building during the week and needed continued follow-up information.

5. It seems wise to discuss the philosophy of the Course at this time because unlike most in-service Courses, this program demands involvement and efforts at making changes. The standard of improvement is at the self-improvement level, not against an outside criterion. The responsibility of the Instructor and the participants is to come together to share ideas and information to improve their ability to meet individual needs.

6. Use of the videotape and/or observers is discussed in some depth, especially if the participants have not been exposed to outside observation techniques. The following points are important:

   A. The tapes are confidential between teacher and consultant.
   B. The tapes are not to be used for any other evaluation purpose nor for other purposes except with the permission of the Instructor and the parent of the child involved.
   C. Tapes are done with the teacher's preference for time and focus.

7. Taping schedule: Ask teachers to write their first two or three preferences for times of taping. They will want to consider who their target children might be and what type of activity is being conducted. The preference should be during an academic activity if possible. Further explanation of the videotape procedure may be found in the videotape section.

8. Pre-testing: Project APT has used a test of common behavioral management terms as a pre-post-test, although additional questions could be included.

HOMEWORK

1. Reading assignment: APT has used a number of different texts for the Course. Hall's Book III for an overview of different programs can be assigned. Living with Children by

Paterson and Gullion can be used as a primer text for an overview.

2. Practice assignment: The teachers count their own positive and negative comments for one hour per day for the next week. They will be used for the teacher's own personal use and for practice later in graphing. Any one hour during the day can be used.
3. Assign logs if used. One to three times a week is recommended to make entries.

(Comments on group process and own Instructor evaluation.)

Unless the participants are all from the same building, there will probably be little interaction during the first meeting. If small talk or much extraneous conversation is present, it is wise for the Instructor to take a firm stand from the beginning. The Instructor might check on his or her own skills during the course of the program by counting the number of participants who spoke during the session and those who stayed after to talk (Course-relevant) at the first session and then at the fifth session and at the tenth session.

SESSION II

MATERIALS

Role playing cards (optional)
Case study (optional)
Log forms (optional)

OBJECTIVE

To learn how to define, specify, observe and count behavior. (Before beginning, ask if there are any questions.)

ACTIVITIES

1. Instructor opens with a statement of the week's objective which is to learn to:

   ——define behavior
   ——specify behavior
   ——observe behavior
   ——count behavior

2. There are several methods the Instructor may use for illustrating the specifying and observing behavior:

   A. Hand out enclosed role playing cards to four to six members of the group. Give them a typical classroom activity such as a spelling test or arithmetic problems. Assign the rest of the group to observe individual actors and ask them to watch for behaviors which they could specify in behavioral terms. After a five to seven minute scene, discuss what the group observed and also how the members who played the roles felt as children.

   B. Hand out case study version 1 which is a nonbehavioral description of a child. Discuss the difficulties in specifying the behaviors mentioned. Hand out version 2 for a behavioral description of the child for comparison or ask the class to rewrite the first version.

C. Use verbal descriptions of classroom behavior from group and classify into behavioral and nonbehavioral on the board.

D. Ask group to write descriptions of children they know; pool those descriptions and present to the class for acceptance or rejection of the criteria. Ask group to think about the descriptions they have seen on typical cumulative folders.

3. How to observe and count behavior so that successful behavioral management programs can be set up.

Note: It is necessary to explain to the group why good observing is critical for any teacher, e.g. memories fail, our own perceptions color our vision, what you see is not always what you get, etc. Good initial observation is also critical for future evaluation of whether or not the individual is changing.

A. The same role playing situation previously played can be replayed, only this time the observers are to count the specified behavior. It is profitable if more than one person can watch a single player so that validity checks can be demonstrated. Discuss counts after situation is finished.

B. An alternative method is to have the group count the behavior of the Instructor for a given period of time. It might be nose scratching, coughing, number of hmm's, etc.

C. Discuss observations of either one in terms of how the behavior can be specified, observed and counted. Make points about the types of behavior which are productive to the child in school, ones which enhance his growth. Discuss behaviors which are appropriate and amenable for the teacher to modify and those which require parental intervention and aid.

4. Techniques of counting and the process of deciding how to count behavior should be presented. Time sampling and continuous counting can be presented with illustrations of the types of behavior they are suited to, e.g. temper tantrums which occur infrequently require a continuous counting procedure while in-seat behavior might be approached from a time sampling method. Include variable and fixed time sampling and continuous recording.

HOMEWORK

1. Reading assignment: Hall Book I or Meacham & Weisen on observation.
2. Practice assignment: Continue counting own behavior in the classroom.
3. Continue logs if used.

(Note: A good reference on behavioral observation is Learncycle by Weisert and Pentre available from Title III Learning Resource Center, 249 Leonia Avenue, Bogota, New Jersey 07603.)

SESSION III

MATERIALS

Graph paper - hand out
Samples of completed graphs - hand out
Teacher materials: overlay of graph, raw data to put on graph, overhead projector

OBJECTIVE

The participants will be able to graph behavioral counts.

ACTIVITIES

1. The point of this lesson is to present graphing in simple steps so that the participants can do it immediately and can use the information the following week with their own pupil counts. The Instructor should be prepared to:

    1. Give reasons why graphing is important.
    2. Repeat the simple steps a number of times if necessary.
    3. Use a variety of examples to illustrate the process.

2. Procedures for graphing may be demonstrated by use of the overhead or on the board. It usually works best if sample counts are provided for the class to work with along with the Instructor.

    A. Show completed sample graph, noting identifying information such as name, title, time frames or number of counts on the horizontal dimension and frequency on the vertical dimension.
    B. Give blank graph paper and sample counts to participants. Demonstrate recording of all data in sequence. Take questions as presentation develops.
    C. Ask participants to graph their own behavioral counts at this time on another graph. Make sure that everyone is able to do it.

3. Selecting a behavior to count needs to be discussed before the participants begin in their own classrooms. Before programming, the teacher needs to consider whether the behavior is frequent enough and specific enough to be amenable for modification. Initial baselining can answer these questions. APT has presented some ten other considerations which should be used in selecting a behavior:

   A. Value judgments of teachers may differ from one situation to another. Is the behavior one which simply offends the teacher or is it important to the child?
   B. Is the behavior in question a detriment or asset to the child's welfare and development?
   C. Are there behaviors which need to be eliminated? Can appropriate behaviors be substituted easily for eliminated behaviors?
   D. Are there academic considerations that are key issues?
   E. Is there a complex of behaviors which need to be separated so that shaping or chaining should be used? Should a small bit of behavior be tackled first?
   F. Are there a lot of small behaviors which are suitable for lumping into a larger category, such as "off-task" behavior?
   G. Are there social problems or mannerisms which are better handled by parents or with professional help?
   H. Is the teacher's behavior the major problem and could a program be set up to modify this?
   I. Are there ability problems or handicapping conditions which need to be taken into consideration so that programming is done in small units or with the aid of specialists?
   J. Does the behavior occur more at one time or in one situation? If so, the situation might be analyzed.

HOMEWORK

1. Reading assignment: Finish Hall Book II or other selected sources on reinforcement principles. Hunter's book Reinforcement provides a simple programmed approach.
2. Practice assignment: Select a target behavior of a child or group of children and begin counting for the next week. Bring graphs in the next session.
3. Continue log if used.

Note: Much of the practical aspect of choosing a child and behavior will be discussed in the consultation sessions. The Instructor should have a fair idea of where people are in the total process from the consultation sessions.

SESSION IV

MATERIALS

Guide for effective punishment - hand out.
Depending on activity chosen: overhead, tapes and monitor.

OBJECTIVE

The participants will be able to define positive reinforcement, negative reinforcement, punishment, extinction procedures, and the process for determining rewards.

ACTIVITIES

1. Entertain questions.
2. The Instructor has a number of alternatives for the presentation on reinforcement principles. The important aspect of this lesson is providing amplification of the principles by illustrative examples.
   - A. A question and answer format using the entire group and the information they have gained from their readings can be conducted. This allows the Instructor to pick up at various points and clarify the process of punishment or the use of different reinforcers.
   - B. Ask the participants to write a short description of behavior and consequences in their own classrooms for discussion and analysis by the group.
   - C. Show a videotape segment which illustrates one or all of the principles and discuss.
   - D. Run a role playing scene using the previous cards to illustrate different reinforcement techniques.
   - E. Use overlays and the overhead projector to define principles and the conditions for application.
   - F. Show a movie illustrating these principles. A number of recommended movies can be found in the Gardner book mentioned in the introduction.

Note: The Project Instructors have found that punishment and the ramifications of using punishment is one of the most important parts of this lesson and is the one most often questioned by teachers.

3. The process for determining rewards is a critical concept in the Project's use of behavioral management. Use of a single reward for an entire group is discouraged, the emphasis being on using individual reward preferences. The teachers are asked to assess either verbally or in writing the preferences of all their pupils for things the pupils might like to do or have in the school. In addition, the teachers are also asked to note high frequency behavior of the students which normally occurs and which might be useful for behavioral management (Premack's principle). Often children who are emotionally or behaviorally disturbed cannot give reward preferences, and this in itself is useful information.

HOMEWORK

1. Reading assignment: A variety of supplementary readings can be used to give the participants ideas on different types of programming. The Project has used Homme's Contingency Contracting, selections from Becker et. al. mentioned in the introduction, Hewitt's Emotionally Disturbed Children in the Classroom, Englemann's Preventing Failure in the Primary Grades, and Kazdin and Bootzin's The Token Economy: An Evaluative Review (available from the University of Kansas).
2. Practical assignment: Continue graphing targeted child or children in classroom.
3. Continue logs if used.
4. Assess class for rewards and bring in list next time.

SESSION V

MATERIALS

Steps in programming - hand out.

OBJECTIVE

To learn the steps in setting up a behavioral management program.

ACTIVITIES

1. Questions from the group and time for sharing of obtained reward alternatives.
2. Presentation by the Instructor of the steps in setting up a program. Because the group will have accomplished selecting and counting a behavior, the major focus of the lesson is on behavioral objective writing, environmental and task components and procedures for applying rewards. The steps of scheduling rewards and evaluating are covered in later sessions. A brief description of the steps and interpretation follows:

   Steps in Programming

   1. Identification and counting behavior.
   2. Determination of terminal objectives and target objectives (as they related to step 1 and selecting behavior). Although most participants will have done the first step, the concept of behavioral objectives needs to be presented. The Course (Lesson VI) teaches this to those who had not been exposed. However, most teachers now have some background in behavioral objectives so that a short review and discussion can be conducted during this lesson.
   3. Analyzing environmental components. The Instructor can present this step by talking about different environments and the impact on behavior. Slides of different classrooms have

been used to stimulate discussion of physical en ironment. It is important to emphasize the degree to which environment can inhibit appropriate responses or can stimulate competing behaviors.

4. Analyzing the task components. The teacher must decide whether or not the child is able to handle the task level or type of task. A brief description of task analysis can be given at this time to stimulate teachers in looking at the task they are using.

5. Identifying the reward and punisher (if necessary) and the procedures for administering both. This Project has used not only assessing individuals for their reward preferences, but communicating the program and the intent to the child, soliciting his cooperation and participation in the program rather than conducting the program without his awareness. This procedure of joint teacher-child programming requires that the teacher be clear about the procedures used for rewarding or punishing and begins to build communication so that adjustments can take place later on if something fails. Many, if not most, teachers also have explained what they are doing to the entire class.

6. Establishing a schedule of rewards. This will be discussed in Lesson VI.

7. Use of alternative strategies. This is discussed in Lesson VI.

Use of sample cases from the groups to illustrate and apply these steps can be effectively used for a large group presentation. If time allows, small group meetings of three or four people can be conducted so that individuals can plan their programs. A written test to check understanding of principles may be given, although it is optional.

HOMEWORK

1. No reading assignment.
2. Practical assignment: Begin program with selected child.
3. Continue logs if used.

Note: At this point the class may be spread with regard to how far they have gone with programming. Some teachers will have changed targeted children or behavior and will still be counting; others, on the advice of the consultant, may have already begun to apply rewards. Individual differences are usually taken care of by the consulting sessions.

SESSION VI

MATERIALS

None

OBJECTIVE

To learn different schedules of reinforcement and to discuss various alternatives for programming.

ACTIVITIES

1. Discuss and review quiz from previous session if given.
2. Entertain questions and problems.
3. Presentation of reward schedules. Choose one of several alternatives.
   - A. Lecture presentation.
   - B. Use cases from group for presentation and discussion.
   - C. Use overhead with different graphs, showing differing time schedule and reinforcement schedule.
4. Presentation of alternative strategies for behavioral management can come out of the group discussion on alternatives for their own programs. Listed below are some of the aspects which should be presented:
   - A. Shaping and chaining (both forward and backward chaining)
   - B. Token economies
   - C. Point games
   - D. Home-school combination programs
   - E. Contracting

HOMEWORK

1. Reading assignment: Continue using supplementary texts or articles which will expose the participants to a variety of alternatives for programming. Read Mager if behavioral objective lesson will be used.

2. Practical assignment: Continue programming as previously and continue with graphs.
3. Continue logs if used.

SESSION VII

MATERIALS

Filmstrip on behavioral objectives by Popham (optional).

OBJECTIVE

To learn behavioral objective writing (if participants have not done so previously)

-or-

group sharing of programs with exploration of alternatives for independent programming.

ACTIVITIES

1. Questions from the participants.
2. If sharing is to be major activity, then the class can be conducted on an informal basis.
3. If objectives are to be presented, then the following activities provide some alternatives:
   - A. Ask participants to write objectives which are thrown into a hat and drawn at random for analysis and comparison with Mager's criteria.
   - B. Write different objectives on the board and the group decides what is wrong and orally rewrites the objective.
   - C. Administer the test from the Mager book or a teacher-made test.
   - D. Show filmstrip on objectives and then ask group to write a few.

HOMEWORK

1. No reading assignment.
2. Practical assignment: Write part of lesson plans for next week in behavioral objectives. Continue programming as previously. Decide on self-initiated program and begin.
3. Continue logs if used.

SESSION VIII

MATERIALS

Steps in evaluating a program and trouble-shooting - hand out.

OBJECTIVE

To learn the process for evaluating and using scientific verification procedure of a behavioral management program.

ACTIVITIES

The Project has used the following steps for evaluating a program which may be used as a handout:

1. Are the target objectives or behavior too difficult or too easy for the child?
2. Are there competing factors such as environment or cues which are inhibiting the appropriate response?
3. Should cues or prompts be used?
4. Are the rewards or punishers appropriate to the child?
5. Has the child been involved in setting up the program?
6. Is the reward frequent enough and immediate? Has intermittent scheduling been used too soon?

The Instructor can use as many of the participants' programs as time allows to demonstrate the steps of evaluating and trouble-shooting. It is most likely that a few of the programs will be in trouble and can be used as examples.

The second facet of the evaluation is scientific verification using either reversal procedures or multiple baseline.

The Project has generally recommended using multiple baseline techniques because this procedure yields solid information without having to backtrack, and for many teachers and pupils, follows a normal course of expanding the program. Some people have used reversal techniques for short periods

very successfully. For those individuals who are successfully conducting a program, it is recommended that they attempt using one of the verification procedures once. This is not mandatory since these programs are not being run for scientific study.

HOMEWORK

1. No reading assignment, unless supplementary articles are available.
2. Continue both original program and self-initiated program. Evaluate both programs according to steps given for group presentation next week.
3. Continue logs and hand in for final time at Session IX.

SESSION IX

MATERIALS

Post tests

OBJECTIVE

To discuss the results of the verification and evaluation procedures of the participants' original program.

ACTIVITIES

1. Participants will present the results of their programs for the group, regardless of whether or not they have been able to use verification procedures. The group should be operating on an informal basis with questions and comments coming from the group.
2. Directions for the written summary of programs using the standard format found in Hall, Book III.
3. Post-testing done.

HOMEWORK

1. Write a one-page summary of one of the programs instituted, following Hall, Book III format.

SESSION X

MATERIALS

Tests

OBJECTIVE

Wrap-up review session.

ACTIVITIES

1. Review the post-testing.
2. Informal discussion of participants' programs.
3. Write in class evaluation of Course or write outside of class and hand in the following week.

JACKIE

You wish you could "turnoff," especially when the teacher hollers at you, but somehow something inside just keeps you all tied up. You know that you can't see "right" and that when you look at something, it sometimes moves right in front of your eyes. It is frustrating and maddening, and you don't really understand what is going on inside of you. It is hard to sit still for more than a minute or two, if that...let alone get your work done. You wish the teachers could be as understanding as your parents. It's hard to get along with the other kids when sometimes, without meaning to do it, you bump them or trip over them. You just never see them. You know that none of the boys want you on the kickball teams because you hardly ever kick the ball and almost always fall down.

JULIE

You are a sweet little girl - very popular with your classmates and an average student. You try to pay attention in class and usually do so, except when you are making a date for after school activities. The teacher can get quite exasperated with your incessant whispering, yet, at the same time, she thinks it's great because you are so helpful to her in class.

KEVIN

You have a very hard time in school, but try terribly hard. You listen carefully to every word, yet cannot follow directions. The time allowed for assignments always leaves with them just begun, and thus your record for papers turned in is poor. Most of the time you keep your mouth shut...to the point where you say nothing, not even when a question is asked.

DONALD

If there was one day you could remember to bring the proper book to class, both you and the teacher would be happy. That goes for pencils, paper, notebooks, etc. You would try to do the assignments, but it gets lost before you get home that night. There is no one to remind you and most of the teachers have sent you to the office when you forget. There have been days when most of the day was spent in the office...

GREG

If only you knew which end was up! School, to you, is a mass of confusion - of noise which you never seem to follow properly, of conflicting information, which you don't seem to remember. You feel that you want to shout out for the whole class to keep quiet so that you can concentrate, but you would never do that. Your behavior is impeccable for a teacher in that you are quiet and obedient on the surface. No one can quite figure why your achievement is so low when you "look" so bright. Your handwriting is terrible, but how to improve? In fact, this is the situation with most of the work you do. How could you improve??? No one seems to know.

JANIE

You are spending another year at this grade level. You have a birth defect of having five fingers and no thumb (index finger in place of a thumb) which makes your hands look funny. You manage to manipulate a pencil O.K. although it is not the proper way to hold it. You have a low frustration tolerance and feel very often that the academic work is too much to cope with. You are the youngest child in your family by 10 years. The kids often tease you, which only makes things worse and you strike back. Your general mode of behavior appears to be somewhat sullen and resistant to the teacher's offer to help. You begin to feel doomed.

STEVE

Steve, you are one of the most sincere, earnest kids in the whole school. Your mode of behavior is best described as "avoidance" which is well developed. You can usually manage to avoid reading by asking the teacher some bright question which sends the class off on a tangent. You can do this with math, reading, science, or just about any other subject. Your intelligence doesn't show through on the work you produce. You feel as if you love school and most of the people there - particularly if you can operate with some freedom of movement and socializing.

TRICIA

You smile constantly and appear "happy-go-lucky." You try to please the teacher at all times by doing "just the right thing." If you are not sure of what you are supposed to be doing, you feel as if you are falling apart inside with anxiety. Your general mode of behavior is to keep very still until the teacher recognizes you, which is very infrequently. Your little girl friends often say things to you which hurt you, but you'd never let anyone know it.

BILLY

Honestly, you can't keep your mouth shut, especially when the teacher is giving directions. You keep blurting out. You usually know the answers and it seems too long to wait for the rest of the class to answer. Your work is excellent usually and the biggest reason you get marked down is for sloppiness and conduct.

TASK ANALYSIS

I. Begin a task analysis by:
   A. Determining what to teach by deciding:
      1. What is the goal? (your termination point)
      2. Where is the child? (your starting point)
      3. What lies in between? (your task analysis content)

   B. Stating the goal of the task analysis as a behavioral objective, which has the following characteristics:
      1. Describes an activity of the student
      2. States this activity in terms of observable behavior
      3. Specifies criteria for successful performance of that activity

II. Continue the task analysis by:
   A. Listing the skills between the goal behavior and the present behavior of the child
   B. Sequencing these skills
   C. Checking the skills for behavioral terminology

III. Program the skill by:
   A. Completing the task analysis, or list of skills
   B. Using that list to write steps for instruction, or program for teaching the skill (Note - The task analysis differs from the program.)
   C. Using programming hints:
      1. Teach easier skills before the more difficult ones
      2. Teach pre-requisite skills first
      3. Teach to maintain learner's motivation
         a) Write a program in small steps, teaching one step at a time
         b) Use powerful reinforcement
         c) Use cues appropriately

HOW TO ASSESS BEHAVIOR

I. Data should be collected because:
   - A. Memory fails over time
   - B. Small changes in behavior are overlooked
   - C. Data helps to pinpoint training problems
   - D. Data aids in assessing staff performance
   - E. Data insures fairness to the children

II. Data is important anytime your goal is to change behavior

III. Evaluation should determine what a person already knows through:
   - A. Global assessment
   - B. Task operant

IV. Three types of operants:
   - A. Operant I — Assess behavior from final step of program
   - B. Operant II — Assess behavior at each step of the program beginning with last step (if child does not exhibit goal behavior)
   - C. Operant III — Assess behavior at each step of the program beginning with first step (if child does not exhibit goal behavior)

V. Types of data collection in order of accuracy obtained:
   - A. Frequency data (more accurate)
   - B. Qualitative data
   - C. Diagnostic data
   - D. Anecdotal data (least accurate)

VI. Accuracy of data is affected by:
   - A. Operational definition of the behavior being rated.
   - B. Operational definition of the rating scale
   - C. Whether the scale is qualitative or quantitative
   - D. Lack of staff training in use of scale
   - E. Too many tasks for trainer to do at once
   - F. Too many tasks for trainer to rate at once

VII. Data should be recorded as frequently as necessary to meet your goals. Possibilities:
   - A. At the end of the training session
   - B. After each response
   - C. Periodically (once a month, etc.)
   - D. Time sampling during the day

VIII. The first priority of teaching a new behavior is training -- data collection should not interfere.

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a model ESEA Title III project of
The Merrimack, N.H. School District

REINFORCEMENT THEORY FOR TEACHERS

If we were to write a "how-to-change-behavior" recipe, it would look something like this:

STEP 1 Identify (first for yourself and then with the child) the behavior to be changed and the new behavior that is to replace the old.

STEP 2 Decide what constitutes positive and negative reinforcement. Devise a strategy to get the new behavior and determine the way you will positively reinforce it.

STEP 3 Decide whether the old behavior is so strong you need to suppress it by negative reinforcement or whether lack of any kind of reinforcement will extinguish it. If you decide to use negative reinforcement, determine what it will be. Remember, the student's behavior that removes your negative reinforcer is being strengthened. So be careful!

STEP 4 Develop a strategy to get the child to practice the new behavior and positively reinforce it on a regular schedule (every time).

STEP 5 As soon as the child has practiced the new behavior enough so it is more likely than the old behavior, remove any negative reinforcement so the old behavior can occur with no reinforcement and be extinguished.

STEP 6 Change to an intermittant schedule of reinforcing the new behavior (make the intervals between reinforcement increasingly long) so the new behavior will be resistant to forgetting.

STEP 7 Know that occasionally the child will slip back into his old behavior (spontaneous recovery), but now you deal with it.

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NOTES ON PUNISHMENT

A few words about punishment --

-- this "negative reinforcement" usually increases a "hating" attitude
-- it almost never teaches what the appropriate behavior is
-- it is time-consuming, and takes it out on the punisher (you have to "stay" after school, too)

Some rules for punishment --

1. Be sure that it is meaningful (disliked)
   i.e. negative attention, such as always chiding the student, is not negative to him. He's getting attention.

2. Keep punishment <u>short</u> and <u>under control</u>.
   -- not isolation (out in hall, or principal's office)
   -- try "unattractive" spot inside the class
   -- the longer the time, the more intervention can <u>upset</u> the punishment
   -- you lose control (out of class, in V.P. office, suspension, etc.)

3. Keep the punishment that won't generalize to appropriate behavior. Example - Write 1500 times; do extra page; copy from the dictionary.

4. Follow punishing situation with reinforcements for the appropriate behavior.
   -- short blunt statements rather than moralizing, preaching, etc. for an incident (bad)
   -- check with student to see if he knows what he should "do" or "know what he should do"

5. Reward must be meaningful to the receiver

CASE STUDY NO. 1

Larry is a hyperactive child who tends to be unmotivated and disinterested in classroom activities. Larry can be a manageable child, but he is often disruptive in a group and gets along poorly with his peers.

1. On the basis of the above anectdotal comments, what behavior would you expect from Larry without even seeing him?

2. What words would you use to describe Larry's behavior to make it more specific?

CASE STUDY NO. 2

Larry does:

-- works well on a 1-to-1 basis, maybe with teacher, peer or older student.

-- projects which are manipulative and consist of putting things together with his hands.

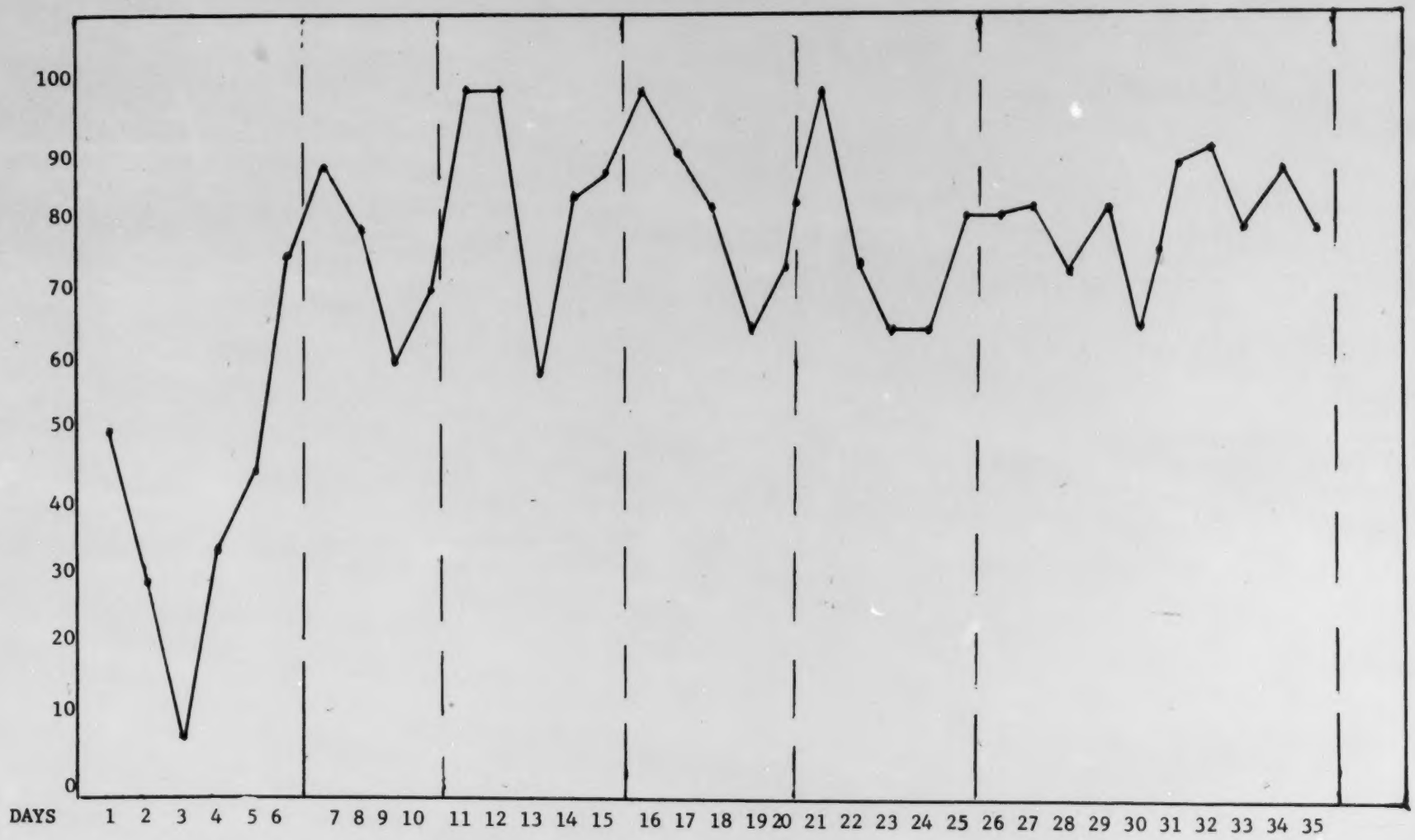
-- showsan interest in hockey, chemistry, machines, electronics.

-- gets out of his seat once per every 2 minutes during teacher directed lessons.

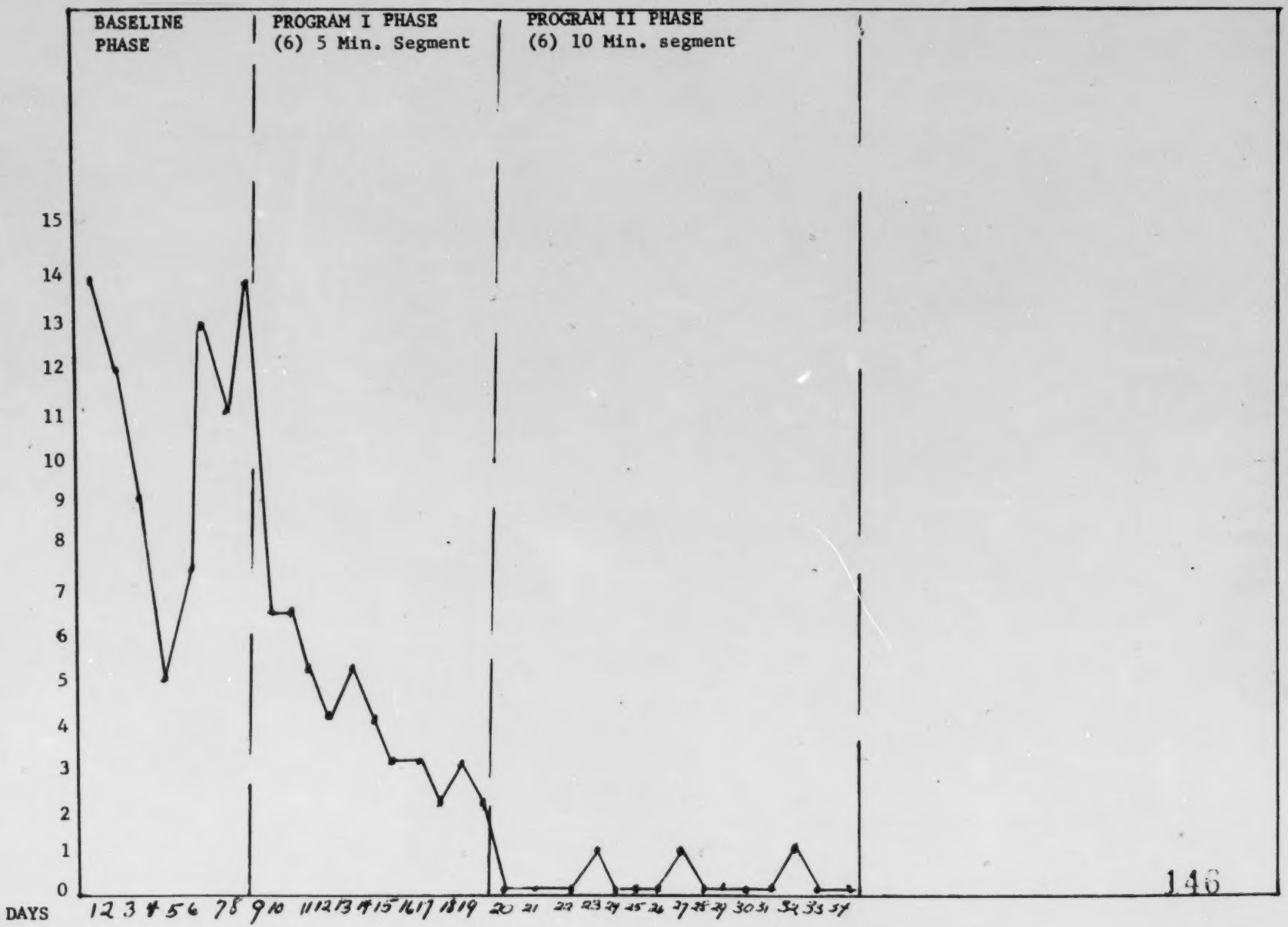
-- gets off task easily (approximately 50% of each reading time) during reading period. His reading level is 2.1.

On the basis of the above comments, what behavior would you expect from Larry without even seeing him?

GROUP AVERAGE - ON TASK BEHAVIOR - SENIOR HIGH ADVANCED ART CLASS



OUT OF SEAT BEHAVIOR - 2ND GRADE BOY



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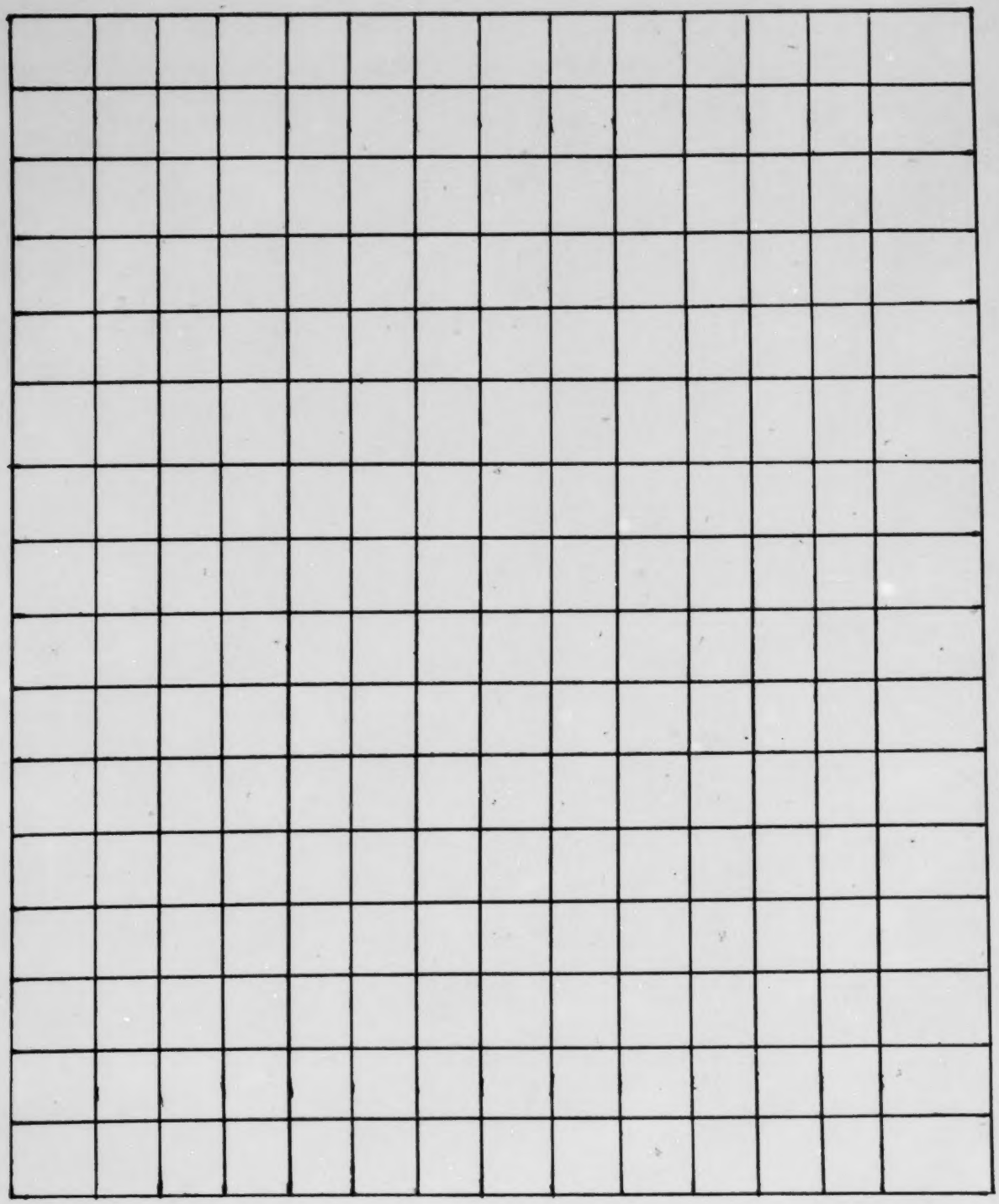
GRAPH FORM



Name: _____

Date: _____

PRE-TEST I - PROJECT APT

Terms Used in Behavioral Management Programs

Write a short definition of each of the following items:

1. Operant level of behavior:

2. Baseline or baserate of behavior:

3. Positive reinforcement:

4. Consequence:

5. Extinction:

6. Punishment:

7. Intermittent reinforcement:

8. Time sampling recording:

9. Behavioral objective:

10. Continuous reinforcement:

(TURN OVER PLEASE)

11. Continuous recording:

12. Satiation:

13. Secondary reinforcer:

14. Shaping:

15. Token reinforcement:

16. Chaining:

17. Generalization:

18. Discrimination:

19. Respondent behavior:

20. Primary reinforcer:

TEACHER'S LOG

1. What did you do today?

2. What did your students do today?

3. What happened today that was important?

4. What are your feelings as you think about the day you've had?

5. Are you thinking about making any changes?

REQUIREMENTS FOR PROJECT APT COURSE PARTICIPANTS

The Project APT In-service Course for Teachers has, in the past, been granted 3 credits for recertification by the New Hampshire State Department of Education. These credits also counted as increment credits in the District. Beginning in 1975, in-service credits will be handled by the Merrimack School District. The Course still will carry credit for increment and/or certification.

The following requirements must have been met by a Course participant to obtain certification or credit:

1. The participant must complete assignments given in the Course and must meet the objectives set forth by the Instructor at the beginning of a lesson.

2. The participant must participate in the videotaping process or some other individualized alternative for observation and evaluation.

3. The participant may not miss more than 2 sessions our of the 10 formal class sessions.

4. The participant must be able to demonstrate a working knowledge of the material presented by implementing at lease two behavioral programs with students.

A MANUAL
FOR THE IMPLEMENTATION
IN LOCAL SCHOOL DISTRICTS OF
THE PROJECT APT
IN-SERVICE TRAINING COURSE FOR TEACHERS

Video Tape "Critiquing" Guide

PREPARED BY

Barbara A. Pitsch

Barbara A. Pitsch, Psychologist

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OPERATIONAL PROCEDURES FOR VIDEOTAPING

"A picture is worth a thousand words."

EQUIPMENT:

Suggestions for equipment are based on a class group of twelve teachers. It is possible to use one machine for the entire group. However, if class participants are from many schools, it becomes difficult to schedule tapings and to transport equipment efficiently. A machine breakdown will also hold up the entire process. The ideal situation is to have videotape equipment in a number of schools for minimal movement and with in-building personnel to run the tapings.

Thirty one-hour tapes are recommended as a basic supply for a class of twelve teachers. They man be erased and used over for future classes. A full set of course tapes for an individual teacher would require two and a half to three reels. The Project has found it ideal to record each teacher's classroom on a set of tapes so that tapes can be rerun for evaluation of programming. However, if scheduling is tight, then a single tape can contain three or four different classrooms taped in sequence. Although this saves time during taping, if the sequences are good enough to be taken off to a permanent reel, much wasted time is spent in trying to locate specific footage. Contact the school media specialists or machine service representatives for technical difficulties or for editing procedures.

OPERATORS OF THE EQUIPMENT:

It should go without saying that any operator of the videotaping equipment should be trained in the use of the machine and possess the ability to trouble shoot minor difficulties. The Project has employed tapers ranging from the school custodial to a trained aide to trained substitute teachers. It was found that tapes which were done by educationally oriented persons contained richer information and reflected more than just the specified child or situation. The Project suggests using either a trained substitute teacher, who might also substitute for teachers while they were viewing their own tapes, or an aide who is sensitive to educational settings and situations. It is critical that the videotape operator not use the taping time to chat with the teacher, make suggestions, or help children so that the process and equipment remains as unobtrusive as possible.

SCHEDULING TAPINGS:

Teachers taking the APT formal instruction will be taped every one and one-half to two weeks, usually for a period of twenty minutes or more depending on an individual situation. Less than twenty minutes can be fruitful if the situation is pinpointed specifically or if the teacher's concerns are in a minor area. We have found, however, that best laid plans go awry at the last moment and it is difficult to predict what will be going on in the classroom and whether or not it will be of interest. (Much of what goes on may not be relevant to the teacher's concerns.) Thus, it is best to plan on forty-five minutes to an hour per teacher. This includes moving the equipment in and out of the room as well as taping. Three to four tapings per day seem to be the maximum load for a single operator and single machine working around school schedules.

The time of taping, focus of the tape, and sometimes the length of taping are chosen by each class participant on the basis of individual preferences. Usually each teacher is asked to list his or her three preferences for time of taping. Then a schedule is composed which tries to meet individual needs. Most teachers will tend to select reading or math time.

SETTING UP THE EQUIPMENT IN THE ROOM AND DESENSITIZING:

As was said before, the equipment and process of taping should be as unobtrusive in the classroom as possible. It is wise to visit the teacher and the classroom ahead of time to plan where the machine can be placed with availability to outlets, areas of activity, traffic patterns, light source and placement of children. Nothing is more frustrating than to have everything set up and find the child who is targeted sitting out of range of the camera. It often works best to have the camera in a corner from which angle the entire room can be "panned".

The novelty effect of taping on both children and adults has been handled by one "desensitizing" session in each classroom. The operator of the equipment brings the machine to each classroom prior to the first taping, explains why the taping is being done, how the equipment works, and gives the children an opportunity to see themselves on the TV monitor. It should be explained that the teacher is taking a course to help him or her make learning more fun and interesting for

the children, and that their teacher will be seeing the film to help her or him do this. Usually, the children's reaction is one of great interest, stimulated by a new insight into the fact that the teacher is human and also needs to go to school. The Project staff often was asked by the children how their teachers were doing in the course! There seem to be no age barriers in using the equipment, although the Project found that some adolescents were not able to handle the machine's presence without using it as a stage. The younger the children and the more exciting the classroom, the less disruptive the equipment.

PROCEDURES FOR VIDEOTAPE CONFERENCING

"If telling were the same as teaching, we'd all be so smart we could hardly stand it."

——Mager,
Developing Attitude Toward Learning. p. 7

Project APT views the process of teacher education as needing three ingredients: (1) a combination of theory and practice, (2) substantial time for behavioral attitude changes to take place with opportunity for "reality checking", (3) facilitation of an individual's self-evaluation of his or her own performance to foster growth of independent problem-solving. To this end, the APT process combines group instruction with informal individual conferences during the instructional phase. The use of videotapes of the classroom provide the reality base for the teacher to self-evaluate and plan change.

Five conferencing sessions are set as a minimum, to take place every other week during the ten-week instructional period. The procedures of scheduling and operating the videotape equipment may be found in section
The conference usually lasts from thirty minutes to an hour depending on tape length and teacher need. The conference consultant is the course instructor(s) or trained teachers. Although it is possible to squeeze the conferences in during recess and lunches, it is far more productive to use released time during the day or part of the in-service time.

The process for consulting will be described as five separate sessions which are related to the lessions outlined in the course manual. A sample consulting form for taking notes during each session is included. Since the program treats each participant as an individual with unique needs and priorities, the following procedures should be adjusted to meet these needs. The consultant needs to be aware that some people will be able to absorb and handle only a small amount of information, while others will move quickly through sequence of the course and application. Thus the individual sessions may or may not be in step with the formal instruction. The focus is on moving with the individual's own level of competence not with an external criterion. This implies that there is NO specific definition of how a teacher should operate to be successful. One teacher may accomplish a firmer grasp on managing large groups, another in motivating one or two-problem learners, and another in stimulating and enriching pupils with creative ideas.

Likewise, no attempt is made to accomplish broader changes in teaching specific subject areas, although this may result. The object is to give teachers techniques to handle groups and individuals at the general level of motivation and learning readiness which will make learning more enjoyable and more productive.

The function of the teacher consultant is to ask questions, give feedback as seen on the tape, and sometimes, to provide alternatives for change. The major aim to facilitate and stimulate the teacher's problem-solving, not give "pat" aaswers. Project APT, on occasion, has found it beneficial to ask the reading specialist or the guidance counselor to sit in on the sessions, if the teacher so desires and the situation warrants it. The Project has also taken a firm stand that the tapes are private and that under no circumstances are the tapes to be used for teacher evaluation by administrators or others.

CONSULTING FORM - RESOURCE TEACHERS

Initial/Follow-up:

Activity:

Group Level:

Materials:

Teacher's statement of problem and priority:

Priority of resource teacher:

Suggestions:

1. Prerequisite to program:
   - General organization:
   - Grouping/physical setting:
   - Materials:
   - Referral to special service person:

2. Program:
   - Specific Behavior (and frequency):
   - Reinforcement:
   - Schedule:

3. Evaluation of results: verification:

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CONSULTING SESSION 1

(Course Lessions 1 and 2)

OBJECTIVES:

To establish a warm, supportive relationship between the teacher and consultant.

To accustom the teacher to the tape.

To stimulate priority making and aid in the selection of areas for change.

It is generally wise to open the discussion with a non-threatening topic of conversation or questions about what the teacher is concerned. Questions about the course might be asked. Generally the teacher will want to talk about his or her classroom, the materials used and pupils who are being viewed. Most often, no target children will have been chosen so that both the teacher and consultant will have the opportunity to look at the entire group and make some preliminary decisions about potential areas of concern. Always take notes.

Two areas should be discussed with the teacher: organization of work for the pupils and the physical environment. Both schedule organization and environment have great impact on the behavior of pupils, and both are amenable to modifications before any systematic programming of specific behaviors should begin. Organization of materials and work for the pupils is a prime consideration for any teacher, and is one of the reasons why behavioral objectives are included in the program. As the teacher describes how she or he assigns work, how much time is allotted to certain activities, and the process of transition from one subject to another, the consultant should be aware of the scheduling as it allows for maximizing adjustment to individual differences. For example, many teachers, from first grade on, write the assignments on the board and then give the pupils as many as five worksheets at a time to do. This is usually done so that they can run reading or math groups without interference. However, it also creates havoc for some youngsters who cannot organize their time effectively or who cannot do the work independently. Alternatives for adjusting schedules to meet individual need to be discovered.

A second area is that of creating an environment which is comfortable for all of the pupils to work in. Project APT

has encouraged the use of activity centers (see Hewett, on the engineered classroom) because the environment itself reinforces appropriate behavior and also allows for individual movement without disturbing the rest of the group. Even traditional classrooms with straight rows can be adjusted to fit pupils needs. Questions such as the fruitfulness of being in the front of the class for misbehavior need to be addressed. The consultant can tune the teacher into the fact that some children need to have privacy via a small office or open spaces to work. Look at the child's behavior and try to track down what elements in the environment facilitate or inhibit that behavior. An environment that is busy and creative to an extreme can be just as devastating to some children as one which is sparse and unadorned.

The consultant notes on the form:

1. What activities are shown on the tape.
2. What sort of organizational pattern the teacher follows.
3. What curriculum in particular is used.
4. How much verbalizing is done by teacher vs. pupil.
5. What type of verbalizing is done...mostly positive, negative, directional, etc.
6. What sort of physical arrangement is present in the room.
7. What students (and how many) are on or off task during that activity.

The consultant's major responsibility is to ask questions which aid the teacher in initial decision-making and to make alternative suggestions which can be managed by the teacher. By the close of the first session the teacher should have begun to formulate what her priorities are for change, e.g. a single child, a group of children in a specific subject, the entire class and how they use independent time, etc. This process of priority setting is important in terms of the kind of behavioral programming and styles of communication that are used by the teacher. A teacher who is firmly subject oriented will likely fail if she is asked only to look at children's attitudes, but may be successful if she approaches her class from an academic viewpoint by making schoolwork more fun. START WHERE THE TEACHER IS.

CONSULTING SESSION 2

(Course Lessons 3 and 4)

OBJECTIVES:

Check changes occurring from previous session.

Note targeted child or children, pinpointed behavior, process of counting.

Note teacher behavior, verbal and nonverbal behavior.

At this point the teacher will have had information on targeting a specific behavior, counting it, and graphing it. The consultant can use this session to check what the teacher has done as well as answer questions. If the tape is a good one which focuses on the targeted child, then both the teacher and consultant might count behavior and add to the graph at this time. The teacher is asked to continually describe her pupils in behavioral terms.

The teacher should also be able to state whether or not the behavior she is expecting of her pupils is reasonable and within the students reach and whether or not there are other factors which need adjusting before a program of reinforcements is established. For example, a teacher may have an out of control remedial reading group for whom no appropriate materials are available. It is within the province of the consultant to suggest bringing in the reading specialist or other appropriate personnel to solve the problem of materials. Unless these major problems are handled in the beginning of programming, it is pointless to modify students' behavior.

The consultant notes:

1. Activity
2. Environment or any changes taken place.
3. Target children, behavior pinpointed, and method of counting.
4. Teacher behavior and changes from previous.
5. Other recommendations given.

CONSULTING SESSION 3

(Course Lessons 5 and 6)

OBJECTIVE:

Starting a program.

By this time each teacher should have a fairly extensive record of behavioral counts and should be ready to begin applying reinforcement. In some cases that will have already begun, in others not. There are several areas of concern in viewing this tape:

1. What are the appropriate reinforcers for that particular child and has the teacher assessed all of her children for rewards?
2. What are the expectations behaviorally and academically for the target child or group and are they appropriate? Are objectives used?
3. Should the behavior be restated and recounted?
4. How frequently should the rewards take place?
5. Are there other children than just the targeted child who require or will require a program? Could they be fit into the teacher's present scheme?
6. Teacher verbalizations should be more specific at this point with fairly systematic attempts at group shaping and consistent use of successful punishment when necessary.
7. Reinforcement of appropriate behavior of most students should be present.

It is usually possible during this session to come to terms with the type of program that will be started and to heavily reinforce the teacher for the gains that have been made.

Make follow-up notes as in previous sessions.

CONSULTING SESSION 4

(Course Lessons 7 and 8)

OBJECTIVES:

Follow-up on initiated program to plan for further change.

Initiating a new or expanding old program.

At this point the focus is on evaluating the program. Program graphs should be inspected and the teacher should be able to evaluate whether or not the program is successful and what further changes need to be made. Scheduling of reinforcement is a prime consideration at this time.

If the program is not working, then evaluation should be aimed at repeating the sequence of programming and deciding at which point the teacher might intervene. Two problem areas are most likely: inappropriate pinpointed behavior and poor use of reinforcements. Sometimes a teacher will select a behavior which is important to her, but which is either too complex or too far out of the child's reach, and programming thus fails. Although the consultant and teacher should have picked this up before, the problem may seem minimal until reinforcements are applied. The solution is drop back to earlier sessions to redefine the behavior and recount it. The other area is that of inappropriate rewards or rewards which are poorly applied. The Project has emphasized individualizing rewards to suit individual needs. Inappropriate selection might be remedied by simply changing to another reward. The misuse of rewards is another matter however. Sometimes intermittent reinforcement is too quickly initiated or the delay between the behavior and reinforcer is too long. APT has found that the concept of rewarding children is so antithetical to some teachers' belief that they will give a reward and then take it away or will promise a reward which is never given. These teachers should probably not be doing programming or doing it to a minimal extent.

If the program is successful, then scientific verification procedure may be discussed along with intermittent scheduling of reinforcement. The Project has used multiple baseline as a major verification procedure, although a few teachers have used reversal procedures. In

any case it is a good idea to bring the subject up at this session so that the teacher may plan.

Notes should be made on:

1. Teacher verbalizations.
2. Effect of programming on targeted child and others in group. Affective changes as well as behavioral.
3. Behavior of other students.
4. Continuation of previous notes which are pertinent.

It is usually possible to heavily reinforce the teacher for changes which have been made, and also for the behavior of her students. The consultant should be aware that some teachers will be still struggling with initiating a program at the fourth taping and thus this session may occur at the fifth taping.

CONSULTING SESSION 5

(Course Lessons 9 and 10)

OBJECTIVE:

Evaluation of the program(s) and discussion of maintenance or scientific verification procedures.

The fifth critiquing session is usually a wrap-up session which can be used to evaluate the program and to discuss the teachers' ideas for initiating other programs and discussing what they would like to do with their recently acquired information regarding behavioral management. Many teachers will want to discuss the use of token economies or point games for use at another time or with another group. The teacher should be asked to evaluate her own behavioral changes and her attitude at this point. Most of the teachers will also have initiated their independent programs and will want to discuss this. The consultant should run through the steps in setting up and evaluating the program.

References:

Allen, P.M., Barnes, W.D., Reeces, J.L., Roberson, E.W. Teacher Self-Appraisal: A Way of Looking Over Your Shoulder. Worthington, Ohio: Charles A. Jones Publishing Co., 1970.

Hewett, Frank M. The Emotionally Disturbed Child in the Classroom. Boston: Allyn & Bacon, Inc., 1968.

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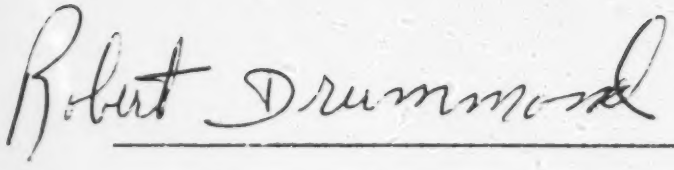
A MANUAL
FOR THE IMPLEMENTATION
IN LOCAL SCHOOL DISTRICTS OF
THE PROJECT APT
IN-SERVICE TRAINING COURSE FOR TEACHERS

A Format For Evaluation

PREPARED BY



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INTRODUCTION

Much attention today is placed upon accountability. Accountability demands systems of evaluation for decision making. In adopting the APT model you might ask the following questions:

1. Has the program worked?
2. What kinds of changes have been made in the behavior of teachers?
3. What kinds of changes has the program brought in the behavior of students?
4. What kinds of changes has the program caused in the school environment?
5. Is the program cost effective?
6. Should the in-service program be continued or eliminated?

This section of the Manual will focus on evaluation techniques that the school administrator can use to evaluate whether the APT program has met the needs of the teachers and administrative staff as well as parents and taxpayers within the district.

SEQUENCE OF TOPICS

The sequence of topics is listed in the Table of Contents section. Each topic will contain a brief narrative explanation. Exercises will be stated for each topic with suggested activities. Sample situations will be used to illustrate the principles. This is a work type of manual in which you will be expected to do certain activities to test knowledge and become involved in formulating the evaluation procedure most appropriate to meet your needs. The appendix section will include examples of certain instruments, schedules or techniques that might be used. There will be a selected bibliography of additional sources that the reader might want to utilize to expand his knowledge and understanding of a topic.

A sample evaluation design will be included which an administrator could adapt to meet his local conditions.

GOAL ANALYSIS

The first step in deciding upon an evaluation scheme is to have a clear idea of the goals of the program. The objectives, research design, data collection instruments selected, as well as the data analysis techniques, flow from this type of information.

Exercise:

List the goals that you hope the APT program will accomplish in your school district. Have the teachers, specialists, as well as other administrators, list these goals also.

Activities:

1. Analyze the goals listed by the different groups. Are they the same or different? Are there some goals that are missing? Are there differences in priorities of the groups?

2. Check the training manual and texts used for the Course for goal statements.

3. Visit a school system such as the Merrimack School District and talk with teachers and administrators and staff members about the goals and expectations and achievements of the program.

STEPS TO IDENTIFY THE GOALS

1. Consider the performance or behavior of teachers and students that might be a product of such a program.

2. Analyze the tasks that are necessary for performance.

3. List the behaviors or performances that would cause the staff or an evaluator to agree that the goal has been achieved.

4. Check the behaviors with the staff and participants to see if they share the same expectations and goals. Are the goals clear and non-ambiguous?

5. Edit the list and describe the nature, quality and/or degree of behavior or performance that you would accept.

6. Order these as to priority.

Examples:

The following list of goals might have been agreed upon:

1. Teachers will refer fewer students with behavioral problems to the principal or counselor.

2. Teachers will show a more positive attitude toward teaching and children.

3. Teachers will create a more positive learning environment in their classrooms.

4. Pupils will assume more responsibility for their educational programs and social behavior.

5. Pupils will show a more positive attitude toward school.

Selected Bibliography:

Mager, R.F. Goal Analysis. Belmont, California: Fearon Publishers, 1972.

Baker, R.L. and Schutz, R.E. Instructional Product Development. New York: Van Nostrand Reinhold Co, 1971.

TRANSLATING GOALS INTO BEHAVIORS THAT CAN BE EVALUATED

A second step in planning an evaluation design is to decide which goals can and should be evaluated. The goal statements have to be translated into operational statements that can be assessed. The criterion behavior has to be able to be measured, preferably objectively. One way of stating these behaviors is by writing them as behavioral objectives. Another way is by stating them as substantive hypotheses to be answered.

Bibliography:

McAshan, H.H. Writing Behavioral Objectives. New York: Harper & Row, 1970.

Kibler, R.J. et. al. Behavioral Objectives and Instruction. Boston: Allyn & Bacon, 1970.

Mager, R.F. and Pipe, P. Analyzing Performance Problems. Belmont, California: Fearon, 1970.

Mager, R.F. Preparing Instructional Objectives. Belmont, California: Fearon, 1962.

Baker, R.L. and Schutz, R.E. (Eds.) Instructional Product Research. New York: American Book Co., 1972. (Has chapter on classifying variables, types of variables, research design, choosing statistical procedures, writing hypotheses.)

Exercises:

1. Have the various groups state the specific behaviors that they would see to be a result of the training.

2. Have the groups rate the behaviors as to importance, clarity and objectiveness.

3. Write specific behavioral objectives or substantive hypotheses for the major goals agreed upon as important.

Activities:

1. Try writing behavioral objectives for each goal:

   A. Who is to perform the desired behavior?
   B. What behavior would be acceptable to demonstrate mastery of the goal?
   C. What is the result or product or performance desired?
   D. Under what conditions is the behavior to be performed?

2. Try writing some hypotheses:

   A. What is the independent variable (stimulus condition)?
   B. What is the dependent variable?
   C. Who is included in the sample chosen?

Examples:

Behavioral Objectives:

1. Teachers, after completing the APT Course, will refer twenty percent fewer students to the principal and counselor than they did before.

2. Students having teachers who have completed the APT Course will have higher positive scores on the School Sentiment Inventory than students in classrooms of teachers not involved in the program.

3. Teachers having completed the APT Course will have higher mean scores on the Minnesota Teacher Attitude Inventory than those who did not take the Course.

Hypotheses:

1. Will teachers make fewer referrals to the principal or counselor after taking the APT Course than before?

   (Sometimes the null hypothesis is used when inferential statistics are to be computed. Null hypothesis states that there will be no difference.)

   Null:

   Teachers will not make fewer referrals to the principal or counselor after taking the APT Course than they did before.

   Teachers taking the APT Course will not make any different numbers of referrals to the principal or counselor than those teachers not electing the Course.

2. Will teachers taking the APT Course have more positive attitudes toward children and school on the Minnesota Teacher Attitude Inventory than they did before?

MODELS OF EVALUATION

There have been a number of models proposed for researchers and administrators interested in evaluating schools and school programs. A model is important in that it gives one a conceptual framework to evaluate programs for either quality or for decision making. The purpose of this section is not to provide a comparison of some of the major models but to present components that should be considered in evaluating a program such as APT.

The final evaluation plan should include provisions to look at the following aspects:

1. The goals and philosophy of the program.

2. The context of the program: i.e. Type of community, type of school system, attitude of community toward education, financial support of education, characteristics of teachers, administrative support for program, etc.

3. The process used: Type of course, type of teaching method, length of course, etc.

4. The product: Behavior of students, behavior of teachers, interaction between students and teachers, etc.

5. The evaluation design: Was it adequate to provide input for decision making at important check points; to evaluate the different components of the program such as the objectives, processes and products as well as the evaluation procedure; to get baseline data; to assess change, etc.

Exercise:

1. List on the chart the items under each category that you would be interested in evaluating and what type of activities or procedures you might use to evaluate the objectives.

AREA	ACTIVITIES
PHILOSOPHY	
GOALS AND OBJECTIVES	
CONTEXT	

(Over)

AREA	ACTIVITIES
PROCESS	
PRODUCT	
EVALUATION	

2. Compare your completed chart with the following example and check areas that you overlooked or were not included in the sample model. Were these important components that should be considered?

AREA	ACTIVITIES
PHILOSOPHY	
Is behavior modification viewed negatively or positively by teachers? Was released time provided for the teachers? Were teachers involved in planning for the training program and interested in APT?	Measure attitudes before and after Course of project and non-project teachers. Checksheet for program needs assessment.
GOALS AND OBJECTIVES	
Are the goals and objectives clear and agreed upon by all parties involved? Do they value the importance of evaluation?	Survey to check the perceptions of goals and objectives. Attitude scale toward evaluation.
CONTEXT	
Were the factors in the school system that might influence the success and/or failure of the program identified? Did the age, experience, education, college or pre-service preparation have any influence on the results of the program?	Review of research design, evaluation procedure by evaluation consultant or advisory committee. Comparison of results by factors identified. Review of school resources such as professional library for teachers, audio-visual equipment, etc.
Was there available the necessary videotaping equipment?	Checklist.
PROCESS	
1. What was the reaction of the participants to the course? The instructor? 2. Was there provision for translation? 3. Was there sufficient follow-up and provision for consultation and planning?	Evaluation of course. Observation of course sessions and participants. Interview participants.

AREA	ACTIVITIES
PRODUCT	
Teacher Behavior:	
Are teachers more positive in attitude?	Minnesota Teacher Attitude Inventory or similar attitude tests.
Are teachers better able to handle problems?	Referral records.
Are teachers more concerned about individualization of students?	Observational schedules.
Are teachers creating a more positive learning environment?	Supervisory ratings.
Are teachers utilizing APT techniques in the classroom?	Observational schedules.
Have teachers increased their skills for teaching?	Self-reports; student evaluations.
Are teachers better able to diagnose classroom problems?	Logs of teachers. Referral records.
Pupil Behavior:	
Have students improved in their social adjustment?	Sociograms. Tests of adjustment such as California Test of Personality.
Have students improved in their attention and responsibility for learning?	Observational schedule, graphs, videotapes, case studies, individual inventories.
Has the achievement of students been affected?	Teachers' ratings. Standardized and criterion test results.
Has the program changed the self-concept of students?	Tests of self-concept.
Are fewer students behavior problems?	Observational schedules.
Has the program influenced students' attitude toward school?	Self-report, cumulative folder, parents' ratings, work folders.
Has the program changed motivation of students?	
Teacher-Student:	
Interaction.	Videotape, observational schedules.
Has the program improved the teacher-student interaction?	
Has the program changed the learning environment?	Videotapes, teacher ratings, pupil ratings, observational schedules, supervisor's ratings, project instructor's rating.

AREA	ACTIVITIES
EVALUATION	
Are appropriate data collection techniques being used?	Review of procedures by consultant, staff, or evaluation committee.
Are the instruments and techniques used providing information to support the objective or hypothesis?	Review of objectives and criterion measures by consultant, administrative staff or evaluation committee.
Is a flow chart or detailed plan available for the evaluation? Is the data being collected on time?	Evaluation folder, flow chart, schedule.
Are the instruments, techniques or schedules used reliable and valid?	Review of instrument, techniques by consultant or committee.
Is the proper research design being utilized?	Review of design by evaluation consultant or expert.
Are the proper statistics being used?	Review of statistics by evaluation consultant, committee and/or administrative staff.
Have the right objectives been selected?	Project records, logs, minutes of committees, etc.
Is the evaluation information utilized in decision making?	Minutes of sessions, logs.
Evaluation of the quality of the program?	Project records, formative reports from evaluator, minutes of executive or evaluation committees.
Is the evaluation scheme reviewed from time to time?	

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Popham, W.J. An Evaluation Guide Book. Los Angeles, California: Instructional Objectives Exchange, 1971.

Worthen, B.R. and Sanders, J.R. Educational Evaluation: Theory and Practice. Worthington, Ohio: Charles A. Jones, 1973.

Wick, J.W. and Beggs, D.L. Evaluation for Decision-Making in the Schools. Boston: Houghton Mifflin, 1971.

Popham, W.J. Evaluation in Education. Berkeley, California: McCutchan, 1974.

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RESEARCH DESIGN

Once the objectives have been decided, attention must be given to selecting the appropriate research design. Control is necessary if the district wants to find out the effects that the project has had on teachers, students, administration and the learning environment. Research design is a technique that aids in the control of variance or factors which might interfere with getting the true results. No attempt will be made here in providing a theoretical or technical explanation of internal and external validity of an experimental study.

In school research and curriculum and training evaluation, it is not always possible to meet all of the conditions for true experimental design and research, such as random assignment of teachers and students, etc. Also, setting up any kind of control group presents problems. All teachers use some type of positive reinforcement or utilize reward systems but in different degrees. So, certain kinds of comparisons might really be measuring false differences or "non events" where there are not real or marked differences between the experimental and control group.

Five types of research designs will be discussed, and examples given of their use.

1. Pre-test/Post-test (no control group) Design

Group	Pre-test	Treatment	Post-test
Experimental	Yes	Yes	Yes

The targeted group is given a pre-test and treatment and then a post-test. No control group is utilized. When you want to see whether there is any significant change from pre-test to post-test and cannot establish any kind of control group, this design might be used. You want to have baseline data on the behavior of the target group prior to the treatment and then after the treatment.

Pupils targeted by the teachers for behavior management programs would be an example where this design might be applicable. The teacher graphs behavior at the beginning and end of the program.

Many times the targeted children vary so much in type of problem, age, sex, I.Q. and

achievement level that any kind of control or matched comparison would be impossible. You might want to see the gain in achievement utilizing criterion tests or survey or individual achievement inventories from the beginning to end of the program.

This might be true of self-concept, achievement motivation or other types of personality traits. Sociograms might be made before and after a program had been initiated.

Report cards or teachers' ratings might be studied before and after a teacher starts a program with a student and/or class.

The same design might be utilized to study teacher behavior or the classroom environment. Attitude tests might be given to students and/or teachers before and after and changes studied.

2. Time Series Design

The personnel file of teachers and the cumulative records of students contain much information that might be of value in evaluating the APT program, as well as other records maintained by the school. (T-Treatment/M-Measurement)

Group	M1	M2	M3	T	M4	M5	M6
Project	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Non-project	Yes	Yes	Yes	No	Yes	Yes	Yes

If you are interested in comparing an experimental group with a control group but cannot utilize random assignment, the pre-test/post-test non-equivalent control group design is a possibility. You give each group the pre-test and post-test but only the experimental group gets the treatment. The groups are similar on most variables but random assignment is impossible. (See 3)

This type of design would be utilized if you wanted to see the type of change that occurred in behavior of teachers, students, etc. from before the APT program to that after the program. You would have baseline information on the group or groups. For example, did the APT teachers show a significantly

higher change in attitude scores than those not in the program? Did students having APT trained teachers show more change in attitude than those having teachers who did not participate in the program?

The first design mentioned would not give you any kind of comparison group to check behavior against. You could not say that the change could be directly attributable to the APT program.

For example, the attendance record of students could be compared before and after the program was established. Attendance information would be available monthly and yearly on project and non-project classrooms.

The referrals of teachers could be compared this year with records of their referrals from the past two or three years.

Graphs of pupil behavior could be made at intervals to see if the behavior was maintained or whether the student regressed.

Student achievement records, teacher ratings and report cards could be compared before, during and after the program to see if achievement was maintained as well as motivation and attitude.

Supervisory ratings and self-ratings of teachers could be compared both before and after the project. Usually schools have several systematic observations of the teacher each year. Videotapes could be utilized.

3. Pre-test/Post-test Non-Equivalent Control Group Design

Group	Pre-test	Treatment	Post-test
Experimental	Yes	Yes	Yes
Non-Equivalent Control	Yes	No	Yes

3A. If random assignment of the targeted group is possible, then a pre-test/post-test control group design would be possible.

Selection Group	Pre-test	Treatment	Post-test
Random			
Experimental	Yes	Yes	Yes
Random Control	Yes	Yes	Yes

This is a more powerful design and the sampling unit can become the class mean rather than the scores of the individual subjects.

4. Post-test Only Control Group Design

Selection Group	Pre-test	Treatment	Post-test
Random			
Experimental	No	Yes	Yes
Random Control	No	Yes	Yes

There are occasions when it is not possible, feasible or advisable to give both a pre-test and post-test to the groups. Some tests might be reactive and cue the subjects in how they should respond or what to look for. Many times also, when the interval between testing periods is short the testees will be able to remember items on the test and their performance on the post-test will be affected. If you are not interested particularly in the changes that occurred but more concerned with a comparison of the behaviors at a given period of time, and behaviors of both groups were similar at the beginning, this design is a powerful tool. The control group provides a basis of comparison that allows you to check on the impact of the treatment.

If you were getting teachers' attitudes toward the program, their teaching, or students' perception of their teachers' behavior based on the objectives of APT, a pre-test possibly would be reactive and give the targeted group ideas on how they should respond. A post-test control group design would be better.

There are other times when you do not have the time or money to do both pre- and post-testing. With random selection there should be little chance that the groups are different initially. Students and teachers also have very negative reactions when they are tested with the same instrument in a short time span or even sometimes after a period of time.

So, if you were concerned about adjustment, self-concept, attitudes, etc., this might be a possible design to utilize.

5. The Solomon Four Group Design

Selection Group	Pre-test	Treatment	Post-test
Random Experimental	Yes	Yes	Yes
Random Experimental	No	Yes	Yes
Random Control	Yes	No	Yes
Random Control	No	No	Yes

This design combines the features of the pre-test/post-test control group design with those of the post-test only control group design. This design would be a very powerful and practical design, especially if you were interested in checking the change of scores in the groups and in seeing if there were initial differences in the groups, as well as checking on whether the criterion instrument was reactive.

For example, if you were checking on the attitudes toward school of both classes having APT trained teachers with those who didn't, this might be a good design to utilize because you have several different types of comparisons possible. This might be possible if you were looking at self-concept and adjustment of the students also.

If you randomly assign the groups designated as control and experimental groups, you could cut down on testing time, but yet, get the type of information necessary to make the comparisons desired.

Selected Bibliography:

Campbell, D.T. and Stanley, J.C. "Experimental and Quasi-Experimental Designs for Research on Teaching" in Gage, N.L. (Ed.) Handbook of Research on Teaching. Chicago: Rand McNally, 1963.

Kerlinger, F.N. Foundations of Behavioral Research. (2nd. Ed.) New York: Holt, Rinehart and Winston, 1973.

Exercise on Objectives:

1. List the six designs presented and write examples of how you might use each design.

2. Take the objectives and/or hypotheses you have written and decide what type of experimental design would be best to utilize.

SELECTION OF APPROPRIATE CRITERION INSTRUMENTS

A key to the success of a proper evaluation of the program is to have appropriate information on the success or failure to achieve the objectives. The data collection instruments or procedures or schedules need to provide direct information concerning the objective. The criterion instruments must be appropriate for the tasks selected.

In this section, types of criterion measures will be discussed as well as how to select such instruments and where to find them. A selected bibliography of sources will be included at the end of this section.

TYPES OF CRITERION MEASURES

1. Unobtrusive Measures

There are many types of criterion measures that could be used to assess the impact of Project APT. First of all, the school has lots of unobtrusive types of information available that could be used. Unobtrusive data are data that are collected without the targeted population knowing they are being assessed and that are collected routinely. The information is not gained through "snoopervision."

A. Attendance records are readily available. For example, do students having APT trained teachers have better attendance than those not having APT trained teachers?

   Did attendance improve during and after the Course for students in classrooms of APT trained teachers? Is it better than it was before?

B. Referrals of teachers to principal or counselor are often available. Are there fewer referrals after the training than before? Are the referrals sharper? Do APT teachers make fewer referrals than non-APT?

C. Sick or leave days of teachers before, during and after the project could be studied.

D. Teacher ratings or report cards of students done periodically during the year could be compared with previous ratings.

E. Ratings of teachers completed by the supervisor or principal could be compared before and after the program.

F. Records you get of calls from parents about teachers and problems of their children could be maintained.

Exercise:

List some types of unobtrusive information that you have available in your school that would provide evidence of the success of the program.

2. Standardized Tests

There are many standardized tests available to provide information on specific objectives. It is not feasible or practical to devise your own instruments. You want criterion tests that have established validity and reliability and that can be objectively scored. In stating hypotheses or performance objectives, you operationally define many of the behaviors expected in terms of the scores made on certain instruments.

> For example: As a result of the APT Course, teachers will demonstrate more positive attitudes toward children and teaching as measured by the Minnesota Teacher Attitude Inventory.
>
> As a result of having a teacher who has completed the APT Course, students will demonstrate more positive attitudes toward school as measured by the School Sentiment Inventory.

In selecting a standardized test, the following three areas should be considered: the validity of the test, the reliability of the test and the practicality of the instrument.

Exercise:

Take a specimen set of a standardized test that you feel would be appropriate to use to measure one of the objectives of the APT program and answer the questions on the schedule on the following page.

FORM FOR EVALUATING TESTS

1. Title

2. Author (position, qualification)

3. Publisher (address, date of publication)

4. Type (general type, description; subtests, description of traits measured)

5. Time (total time, subtests and time limits)

6. Costs (specimen set, booklets, answer sheets, scoring, etc.)

7. Validity (purpose for which test is being evaluated)

   A. Evaluation of test items and design and item selection

   B. Evaluation of content validity

   C. Evaluation of construct validity

   D. Evaluation of concurrent validity

   E. Evaluation of predictive validity

   F. Evaluation of criterion measures

G. Other empirical evidence

8. Reliability (procedures, cases, results)

A. Equivalence of forms or internal consistency

B. Stability over time

C. Standard Error of measurement

9. Norms (types, cases, adequacy)

10. Usability (adequacy of manual, directions to administer, score and interpret tests; evaluation of format types of booklets, answer sheets, scoring, cost; forms and comparison with older editions, etc.)

11. Reviewer's criticism

12. Summary evaluation

13. Bibliography

Validity:

One of the prime factors to consider is the validity of the test. The test should give you a direct measure of the type of information you need to assess the objective. There are different types of validity. In the selected bibliography included, you will find a number of sources that will have a detailed discussion of validity and reliability of tests; however, certain examples will be given here to illustrate some of the concepts.

If you were interested in measuring achievement gain of students targeted by teachers on contingency managed programs, you would want a test that had content validity. The items on the test ought to reflect the concepts you are teaching, the knowledge the student should have and the coverage should be adequate to give you a sufficient sample of the student's behavior.

If the test is measuring adjustment of the student, do the items reflect the types of behavior that would be typical of the domain of behaviors of school aged students?

If the test is measuring teacher attitude, do the items reflect the types of attitudes that could be modified by the APT program?

In a way, besides the content validity of the test, you are interested in the construct validity of many types of tests since the behavior measured is a hypothetical construct and indirectly measured. Evidence of the construct validity of a test is important in selecting a test. Does the construct, such as adjustment, differentiate students who have been classified as poorly adjusted or well adjusted students? Does the test correlate highly with other established measures of the same construct?

Criterion referenced validity might also be inferred by some of the above questions as well. There are two types of criterion-referenced validity: concurrent and predictive. Do scores on the test correlate highly with some rating made at the time of the testing? Do scores on an adjustment test correlate highly with teachers' ratings of adjustment? Do achievement scores of

students correlate with teachers' ratings at the time of testing? These are a few questions that relate to concurrent validity of tests.

Do the test results correlate with grades or ranks at the end of the term? Year? When the test results are compared with some kind of criterion in the future, this is predictive validity. One is often concerned with the value that tests have not only for understanding behavior but in predicting it in the future.

Reliability:

In many of the dimensions that you have chosen to be assessed, you not only want a valid test, but one that gives you an accurate, consistent measure of the individual. You are concerned with the reliability of the test.

If you plan to use a pre-test/post-test design and use the same instrument two times, you would be concerned about the coefficient of stability of the test. This type of reliability coefficient is based upon test-retest administration of a test over a span of time. You want changes of behavior to be a result of the training and not a result of the lack of stability and reliability of the trait or measuring instrument.

The coefficient of stability is especially important when you are assessing interest, personality and attitude dimensions.

If you are using alternate forms of a test, you would be concerned with the equivalence as well as the stability of the results. Alternate forms of tests might be selected if you were using a pre-test/post-test type of design. If the tasks were unique or memory of the items would influence the results, then utilization of the alternate forms would be a good approach. In this case, you would have a wider sample of behaviors assessed on the two instruments. The two forms should have a high correlation one with the other if they are measuring the same dimensions and objectives. Respondents to the test should maintain relatively the same position on both tests if the tests are well designed. Many achievement tests and informal inventories

as well as scholastic aptitude tests have two equivalent forms. It is true, however, that many domains or behaviors are difficult to measure and only one good test is available to be used.

Quite often a manual will report reliability of a test based upon one administration of the test. Two methods are frequently used: one, Split-Half; the second, Kuder-Richardson #20 or #21. With the Split-Half technique, the test is divided into two equivalent parts, and the scores for each part correlated together. Spearman-Brown Prophecy formula is then used to estimate what the reliability would be like if the test was full length. The resulting coefficient is one of equivalence of forms since you only have one measure of behavior at one period of time rather than one or two measures at two different periods of time. The coefficient does not give you information on the stability of the trait in question. The method is not appropriate for speeded tests. The technique is widely used since the test maker can assess the information on reliability from one administration of the tests. Many times it is difficult to get two administrations of a test to the same sample.

Kuder-Richardson formulas give one an estimate of rational equivalence of a test and are appropriate when the scale measures a homogeneous trait. Again, the coefficient is based upon one administration of the test.

A good test should report both coefficients of equivalence and stability. The magnitude of the reliability coefficient is a function of the method used, the type of sample, the age or grade range, as well as the type of dimension measured. In general, cognitive areas can be assessed much more reliably than affective areas. That is, achievement and aptitude tests have higher reliability coefficients than attitude, personality and interest inventories. Tests given to high school students or adults have higher reliability coefficients than tests given to pre-school children.

For example, you might want to use the Minnesota Teacher Attitude Inventory to measure changes in teacher attitudes.

TITLE: Minnesota Teacher Attitude Inventory

AUTHORS: Walter Cook, Carroll Leeds, Robert Callis

PUBLISHER: The Psychological Corporation
304 East 45th Street
New York, New York 10017

DATE OF PUBLICATION: 1951

COST: Booklets.....$3.50 (25/pkg.)
Manual and Scoring Key.....$.60
IBM Answer Sheets.....$2.60 (50/pkg.)
Specimen Set.....$.75

Sources of Information Concerning Tests

In deciding what tests might be effective criterion measures for your objectives, there are a number of sources which you might use to locate information about tests.

1. Publishers' Catalogues:

The most current source about what tests are available, their uses, and their cost is the Publishers' Catalogue.

Here is a list of some of the major testing companies:

California Testing Bureau/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

(CTB publishes mental ability, achievement, aptitude, interest and personality types of tests.)

Educational Testing Service
Cooperative Test Division
Rosedale Road
Princeton, New Jersey 08540

(ETS publishes scholastic aptitude and achievement tests. The achievement tests are in specific subject areas.)

Harcourt, Brace and Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

(HBJ publishes aptitude, achievement, readiness as well as personality and interest tests.)

Houghton Mifflin Company
Pennington-Hopewell Road
Hopewell, New Jersey 08525

(HM publishes scholastic aptitude, achievement and personality tests.)

Institute for Personality and Ability Testing
1602 Coronado Drive
Champaign, Illinois 61820

(IPAT publishes ability and personality tests.)

The Psychological Corporation
304 East 45th Street
New York, New York 10017

(PC publishes ability, aptitude, attitude, interest and personality tests.)

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

(SRA publishes ability, achievement, aptitude, interest as well as personality tests.)

Personnel Press
191 Spring Street
Lexington, Massachusetts 02173

(PP publishes ability, readiness, creativity as well as social science tests.)

American Guidance Services, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

(AGS publishes achievement, aptitude, intelligence, school readiness, social and motor maturity scales, speech, language and hearing tests.)

2. Test Collection Bulletin

Another source of test information is the Test Collection Bulletin. The TCB is a quarterly digest of information about tests and lists new acquisitions of achievement, aptitude, personality, interest and attitude scales, sensory motor, as well as listing tests no longer available. Listing of test reviews, new publishers, and new references on tests are also included.

The bulletin is available from ETS for $2.00 per year.

Test Collection Bulletin
Educational Testing Service
Princeton, New Jersey 08540

3. Mental Measurement Yearbooks

There is a series of seven Mental Measurement Yearbooks that has been published periodically over the past 25 years. The yearbooks included critical reviews of most of the standardized tests. Not all tests are reviewed in each edition. There are also two separate editions, a review of reading tests and a review of personality tests. A bibliography of references on each test reviewed is also included. A new edition of Tests in Print will be available which will include a listing of all of the tests reviewed in previous yearbooks.

Buros, O.K. (Ed.) Mental Measurement Yearbooks. Highland Park, New Jersey: Gryphon Press, Fourth, 1953; Fifth, 1959; Sixth, 1965; Seventh, 1972; Reading Test Reviews, 1968; Personality Test Reviews, 1970; Tests in Print, II, 1974

4. ERIC

The Educational Resource Information Center (ERIC) includes research and other literature on education. There are specific services provided by ERIC that might help you locate information on tests, evaluation designs, procedures, etc.

Resources in Education is a monthly publication containing citations, abstracts and information for ordering documents entered into

the system by all the clearing houses.

The Current Index to Journals in Education is a monthly publication that contains citations to articles in about 725 journals and periodicals in education.

There is an ERIC Clearinghouse on tests and measurement and evaluation.

ERIC Clearinghouse on Tests,
Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540

5. Other Reference Sources

A. The Psychological Abstracts is a monthly publication and reports abstracts of articles in the psychology and psychologically-related journals. Many articles are found on types of tests, evaluation methods, assessing attitude, personality, etc. The abstracts might help you locate criterion measures that would be appropriate for your use.

B. The Review of Educational Research, a journal of the Americal Educational Research Association, has had numerous issues on testing and evaluation and currently has an unscheduled publication pattern on topics rather than a cyclical one. Recent issues have had articles on evaluation.

C. There are a number of journals dealing with measurement. Here are a few:

Journal of Educational Measurement
Educational and Psychological Measurement
Measurement and Evaluation in Guidance

D. There are also some reference books that might be of value to you in locating tests or measurement techniques:

Lake, D.G., Miles, M.B., and Earle, R.B. (Eds.) Measuring Human Behavior. New York: Teachers College Press, Columbia University. 1973.

(Measuring Human Behavior contains a review of 84 tests which measure social behavior. Also, there is a list of 20 sources of information concerning different types of assessment instruments and techniques.)

Hoepfner, R. et.al. CSE Elementary School Test Review. Los Angeles: Center for the Study of Evaluation, Graduate School of Education, University of California at Los Angeles, 1970.

(This volume contains assessment of 204 tests and test batteries used in grades 1 to 6.)

STATISTICAL ANALYSIS

Before the evaluation takes place, the evaluator must decide upon how he will analyze the data. In choosing the appropriate statistics to be used, one must:

——Be able to identify the type of variables to be used.

——Be able to list the number of variables involved.

——Be able to identify the scale of measurement associated with each variable.

——Decide what type of question needs to be answered.

DEFINITIONS

Variable: A characteristic having at least two mutually exclusive properties or values.

Example: sex, level of preparation, years of teaching experience, etc.

Criterion Variable: An outcome or objective of the program.

Example: You might be concerned whether project or non-project teachers differed in attitudes. A variable would be training. The criterion variable would be teacher attitudes.

Exercise:

List the variables you are planning to use to evaluate the program. Identify those which you are choosing as criterion variables.

The number and type of variables have to be identified. For example, the evaluator might want to see whether students taught by teachers having APT training have better attendance, attitudes and achievement than those who do not have such training, and whether there were sex differences.

There are five variables mentioned: Training, Attendance, Attitude, Achievement and Sex. Three of these are criterion variables: Attendance, Attitude and Achievement.

TYPES OF VARIABLES

INSTRUCTIONAL VARIABLES	LEARNER VARIABLES	TEACHER VARIABLES	ENVIRONMENTAL VARIABLES
Classroom Organization	Scholastic Aptitude	Intelligence	Type of School
Mode of Instruction	Achievement	Personality Characteristics	Socio-Economic Level of Community
Curriculum	Family Social Educational Background	Health	Psychological and Physical Environment
Grouping of Students	Age	Teaching Experience	
Testing Practices	Sex	Educational Background	
Types of Reinforcement	Health	Type of Teacher Training	
Type of Response Consequences	Personality Characteristics	Social History	

You may work on this page.

SCALE OF MEASUREMENT

The next step is to decide which scale of measurement is being used. There are four types of scales of measurement commonly used:

1. Nominal

   Lowest level. Numerals, letters or labels are assigned to each subject or object. Example: training/no training; male/female; elementary/secondary.

2. Ordinal

   Measures and assigns numerals to subjects or objects which are rank-ordered with respect to some characteristic.

3. Interval

   Defines unit of measurement, has assumed equal units with a zero point and permits an individual to be ranked but also can give indication of the difference between two comparisons or pairs of subjects.

4. Ratio

   Has equal units of measurement and a true zero point.

In most social science research, the first three scales are used more often than the fourth or ratio scale. Most standardized tests are considered as having an interval scale.

Exercise:

List the variables that you will be using in the evaluation design and classify the scale of measurement that would be used.

NAME	SCALE OF MEASUREMENT
Examples:	
Scores on the Metropolitan Achievement Test	Interval
Training Condition	Nominal

TYPES OF STATISTICAL ANALYSIS

Usually the objectives or hypotheses stated call for comparisons dealing with either relationships between the variables or differences. In most evaluation studies we are concerned with seeing whether there are changes in behavior (differences) as a result of the program or whether the group receiving the training or treatment differs from those not receiving it.

If we were concerned about what variables show the best relationship to the criterion measure or predict the criterion measure, we would be looking at statistics measuring relationships such as cor lation and regression.

There are two major factors which suggest what statistical analysis should be made:

1. The scale of measurement of the criterion variable and other variables to be studied.

2. The type of research design selected.

Examples of some of the statistics utilized in the research designs mentioned in the previous section are given in the table on the following page.

Selected Bibliography:

Popham, J.W. Educational Statistics. New York: Harper and Row, 1967.

Siegel, S. Nonparametric Statistics for the Behavioral Sciences. New York: McGraw Hill, 1956.

Lohnes, P.R. and Cooley, W.W. Introductory Statistical Procedures: With Computer Exercises. New York: John Wiley, 1968.

Guilford, J.P. and Fruchter, B. Fundamental Statistics in Psychology and Education. New York: McGraw Hill, 1973 (Fifth Edition)

TYPES OF STATISTICS APPROPRIATE FOR
SELECTED RESEARCH DESIGNS

RESEARCH DESIGN	TYPE OF SCALE		
	NOMINAL	ORDINAL	INTERVAL
Pre-Test/Post-Test	Chi Square		t
Time Series Design			Trend Analysis
Pre-Test/Post-Test Non-Equivalent Control			Analysis of Covariance
Pre-Test/Post-Test Control Group			Analysis of Covariance
Post-Test only Control Group	Chi Square	Median, sign, Kruskal-Wallis	t, Analysis of Variance
Solomon Four Group			Analysis of Variance, Analysis of Covariance

SAMPLE EVALUATION MODEL

The following section provides a sample model of an evaluation procedure that can be used to test the effectiveness of the APT model. You might want to adopt or adapt some of the strategies outlined.

TEACHER BEHAVIOR

OBJECTIVE 1.

As a result of APT training, teachers will be better able to write objectives, manage instruction, use reinforcement techniques more effectively, involve children more often in decision making and solve classroom problems more efficiently after the training than they were before.

Suggested Design:

Time Series Design. This design would allow you to compare behavior of teachers prior to the program, during the program and after the program. A pre-test/post-test design would not be as effective in giving indications of change of behavior of teachers. Immediate post-test alone might not allow for the ideas and knowledge to be translated into behavior.

Criterion Measures:

Most likely the district has an evaluation process that has been used. Possibly the scales or procedures for this evaluation used could provide information that is collected routinely and regularly. Otherwise, a category or rating scale could be selected to measure the objectives in the first sample objective.

Other criterion measures that could be used might be:

1. The objectives that the teachers set up for themselves for the Course.
2. Self or external ratings.
3. Referrals of the teacher to the counselor and principal.
4. Cumulative folders of students in the teachers' classrooms, prescriptive programs set for students, etc.
5. In-service requests of teachers.
6. Parent contacts with principal about teacher (number).

7. Additional in-service courses taken by teachers at school or local college or university.
8. Student ratings of the teacher.
9. Teacher self-ratings.

Samples of behavior on the criterion measures could be collected prior to the training, even from the year before, as well as at the end of the program and three months after it was over. Videotaping and time samples of behavior could be used to sample teacher behavior.

Trend analysis could be made of the data as well as comparisons with teachers not involved in the program.

Alternate Designs:

If data were not available on the performance of teachers prior to the Course, a pre-test/post-test design could be utilized with the criterion measures selected from the list previously given in this section.

OBJECTIVE 2.

APT trained teachers will be better able to write objectives, manage instruction, use reinforcement techniques more effectively, involve children more often in decision making and solve classroom problems more efficiently than those not participating in APT training.

Suggested Design:

Pre-test/post-test non-equivalent control group design. Since, usually, you cannot randomly assign teachers to the groups, one type of comparison possible is to compare the performance of APT teachers with those not participating. Possibly the characteristics of the teachers within the district are somewhat similar as to college preparation, experience, etc. The idea of the control is to check to see whether the training made some difference rather than other factors that might be operating within the district.

Criterion Measures:

The criterion measures listed under Objective One would be appropriate to use for assessing the comparisons given in the second objective.

OBJECTIVE 3.

As a result of the APT training, teachers will have a more positive attitude toward children and teaching than they did before.

Suggested Design:

Time Series Design or Pre-test/Post-test design.

Criterion Measures:

The Minnesota Teacher Attitude Inventory is a standardized scale which measures those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships and indirectly how well satisfied the teacher will be with teaching as a vocation.

Other measures of teacher attitude might be located through a thorough search of the literature or one developed using a Likert type of scaling based upon the philosophy of the school district and objectives of the APT Course.

Example:

1. Behavior modification is a useful technique in classroom management.	SA	A	?	DA	SDA
2. Students should show more responsibility for their learning.	SA	A	?	DA	SDA
3. Behavior which is exhibited in school, whether academic or social, has to be managed in a positive fashion for all.	SA	A	?	DA	SDA
4. Children must be involved in making decisions regarding their school experiences.	SA	A	?	DA	SDA
5. Traditional classroom procedures are not effective for most teachers in meeting the needs of students.	SA	A	?	DA	SDA

Other types of criterion measures relating to attitudes of teachers might be used such as some performance scales utilized by raters in the schools. A teacher having a more positive attitude in school might be expected to use more positive reinforcement in the classroom. A category scale could be utilized by an observer from selected videotapes or actual classroom performance to assess the learning environment. The systems would have categories where the observer tallies behavior related to support-inducing communications, praise, supportive acts, negative reinforcement and antagonistic acts such as rejection, etc.

OBJECTIVE 4.

APT trained teachers will have a more positive attitude toward teaching and students than those not participating in the Course.

Suggested Design:

Time Series Control Group Design. If you had a series of measures for both groups prior and after training, you would be able to see whether the training made any differences and if changes were maintained after training was completed. Too often a program only causes a short term gain. A post-test design would not show changes caused by the program or the stability of these changes over time. A pre-test/post-test design would not give you a chance to look at behavior before and after the program as well as the Time Series Control Group Design but would be better than the Post-test Only Control Group Design.

Criterion Measures:

The same criterion measures appropriate for Objective 3 would also be useful for Objective 4.

OBJECTIVE 5.

Teachers utilizing classroom management techniques will create a more positive learning environment than those not participating in the program.

Suggested Design:

Time Series Control Group Design or Pre-test/Post-Test Control Group Design.

Criterion Measures:

Observation Scales: Certain Category Scales listed in Mirrors for Behavior as well as teacher rating scales utilized by the school district could be used.

School Environment Scales such as Barclay Classroom Climate Inventory.

Students' ratings of the environment.

Attitude Scales of the IOX list components such as Teacher, School Subjects, School Structure and Climate, Peers and General.

OBJECTIVE 6.

Teachers perceive the APT training as useful, the Course as well organized and applied.

Suggested Design:

Post-Test Only Design. Finding out how the teachers feel about the Course and how well they could apply the proceses can be assessed at the end of the training period as well as after a period of time.

Criterion Measures:

A questionnaire or interview schedule could be developed to assess the following areas:

1. The quality of Instructor.
2. The teaching techniques.
3. The application the teachers made of the techniques.
4. The success of the teachers in using the process.

A questionnaire could be given to non-participating teachers to assess the following:

1. Their interest in having the training in the future.
2. Their knowledge and attitude toward the program.
3. Their perception of the success of the program.

STUDENT BEHAVIOR

OBJECTIVE 1.

As a result of being placed on a contingency managed program, students will show (depending upon the targeted behavior):

a. Higher achievement (in specific areas)
b. Better social adjustment
c. Less behavior disruptions
d. More responsibility for their learning
e. Better peer acceptance
f. Better personal adjustment
g. Improved self-concept
h. Improved motivation
i. Improved attitudes toward school

Suggested Design:

Time Series or Pre-Test/Post-Test Design. Certain variables would be available over an extended period of time on the targeted students and performance could be checked both before, during and after the program. On the other hand with other variables the program might be based on the pre-test information and the post-test information would provide a check on whether the objectives were accomplished.

Criterion Measures:

Achievement:

Teachers' ratings of performance, teacher-made tests, grades, pupils' ratings of achievement, student work file are some informal criterion measures.

Criterion referenced tests now readily available from commercial publishers as well as IOX and would give specific information on targeted skills worked on by teacher and student.

Survey Achievement tests are often given by a district each year.

Specialized Achievement tests on reading, mathematics or other subject areas might also be valuable.

Social Adjustment.

There are a number of informal as well as formal techniques to measure social adjustment:

1. Observations by teachers, anecdotal records, observational schedules.
2. Peer ratings (Guess Who, sociograms and other peer nomination techniques.)
3. Personality Inventories (The Junior Eysenck Personality Inventory measures extroversion-introversion and neuroticism.)

The California Test of Personality measures personal and social adjustment. A total adjustment score is gained through the combination of both part scores.

Behavior Problems:

Unobtrusive evidence from number of referrals by teachers on children with behavior problems; systematic observations by counselors or principal; graphs of behavior of targeted students by teachers.

Learning Responsibility:

On-task behavior by students; student work file; teacher ratings, student self-ratings.

Standardized Tests:

There are a number of standardized personality tests which measure certain dimensions of responsibility.

The Self-Concept and Motivation Inventory has three scales relating to motivation: Achievement Investment, Failure Avoidance, and Total Motivation.

The Children's Personality Questionnaire has a number of scales measuring personality dimensions related to responsibility.

Peer Acceptance:

Sociograms and Guess Who and other nominating techniques; teacher ratings, counselor ratings; California Test of Personality; the Coopersmith Self-Esteem Inventory has a social-self scale.

Personal Adjustment:

Counselor and teacher ratings of behavior; self-report by student; standardized tests; Junior Eysenck Personality Inventory; California Test of Personality; Coopersmith Self-Esteem Inventory; Piers-Harris Self-Concept Scale; Children's Personality Inventory.

Self-Concept:

Teacher's and student's ratings; standardized tests, Coopersmith Self-Esteem Inventory; Self-Concept and Motivation Inventory; Piers-Harris.

Motivation:

Student work file, grades, number of units completed, attendance, on-task behavior; teacher's ratings and graphs; observers' rating; standardized tests (Self-Concept and Motivation Inventory).

Attitude Toward School:

Besides some of the suggested dimensions under motivation, there are a number of attitude scales toward school that can be used. The IOX has a booklet, Attitudes Toward School which has three forms of an attitude scale appropriate for groups from kindergarten through twelve.

OBJECTIVE 2.

As a result of being placed on a contingency managed program students will show greater gain on the behavior targeted than students not involved.

Suggested Design:

If a control group is available or can be randomly selected, a Time Series Control Group Design can be used with criterion measures that are regularly collected as part of the regular program or are unobtrusive in nature. Otherwise, a Pre-Test/ Post-Test Control Group Design could be utilized if the measures are not reactive. If the tests are reactive, a Post-Test Control Group Design would be selected. Reactive measures would increase or decrease the students' sensitivity to the experimental treatment. These measures tend to alert them to issues, problems or events that they might not ordinarily notice.

Criterion Measures:

The list of criterion measures given under Objective 1 could be used to test this objective.

EVALUATION CHECKLIST

1. Are objectives to be evaluated stated in behavioral terms? _____
2. Is an appropriate research design selected to measure success of the objectives? _____
3. Are the procedures for each objective specified? (Who did what to whom, how, when and under what conditions was the data collected?) _____
4. Are sufficient controls or control groups established so differences reported can be attributed to project intervention? _____
5. Are appropriate sampling techniques being used? _____
6. Are the criterion instruments valid, reliable? _____
7. Do the criterion instruments give data to support the objectives? _____
8. Is a flow chart available for the evaluation procedures? _____
9. Have statistical analysis and data processing procedures been determined? _____
10. Have you selected the objectives and criterion measures to provide you the necessary information to judge the success of the program? _____
11. Have you identified the context variables or factors that you need to keep in mind in selecting the objectives, design and criterion measures? _____
12. Have the groups involved in the program been utilized in planning the evaluation procedure? _____
13. Do all groups know the value and need of the evaluation? Have effective communications been established? _____
14. Are there clear directions for those administering tests and adequate training for those utilized in collecting data? _____
15. Have tests and instruments been ordered in time for scheduled administration? _____
16. Have provisions been made for test scoring, recording results, etc.? _____

WORKSHEETS

Hypothesis

What variable(s)
(dependent variable(s)
or targeted behavior(s))
will change in some way
when the independent
variable is changed?
(experimental treatment)

Criterion Measure or
Behavior

Direction or way change
Independent variable

Method

Description

Subjects
Who are the subjects?

Sampling
How were they selected?

Treatment
What kinds of treatment?
(Activities or curriculum
materials, etc.)

What procedures were used?

What criterion measures were selected?

What design was used?

What statistics were used?

How was the data processed?

Results

What happened?
Graphs, tables

Discussion

What happened?
Results in words relating results to hypothesis and previous studies.

Implications

Why did the results turn out as they did?

What implications do the results have for future evaluation, training, research?

OUTLINE OF TOPICS FOR AN EVALUATION REPORT

Title Page

Summary of Report

The Context

- Characteristics of the Community
- Geographic Location
- Population/Population Trends
- Economic Conditions
  - Types of Industries
  - Unemployment Rate
- Characteristics of the School System
  - Number of Schools
  - Type of Schools/Levels
  - Number of Professionals
  - Type of Professionals
  - Type of Programs
  - Number of Students
  - Per-Pupil Costs
- Other Context Factors

The Program

- Scope of Program
- Personnel
- Procedures
  - Organization
  - Activities and Services
  - Instructional Equipment and Materials
- Budget

The Results

- Objectives
- The Data
- Analysis of Results
- Findings

Recommendations

Selected Bibliography:

Barclay, J.R. Barclay Classroom Climate Inventory. Lexington, Kentucky: Educational Skills Development, Inc., 1972.

Coopersmith, S. The Antecedents of Self-Esteem. San Francisco: W.H. Freeman, 1967.

Farrah, G.A., Melchus, N.J., and Teitz, W. The Self Concept and Motivation Inventory: What Face Would You Wear? Dearborn Heights, Michigan: Person-O-Metrics, 1968.

Piers, E.V. and Harris, D.B. Children's Self-Concept Scale: The Way I Feel About Myself. Nashville, Tennessee: Counselor Recordings and Tests, 1969.

Thorpe, L.P., Clark, W.W. and Tiegs, E.W. California Test of Personality. Monterey, California: CTB/McGraw-Hill, 1953.

Instructional Objectives Exchange
Post Office Box 24095
Los Angeles, California 90024
#OBJ34R Measures of Self-Concept
#OBJ35R Attitude Toward School

Institute for Personality and Ability Testing
1602 Coronado Drive
Champaign, Illinois 61820

School Motivation Analysis Test
Early School Personality Questionnaire
Children's Personality Questionnaire
Jr., Sr. High School Personality Questionnaire

Simon, A. and Bayer, E.G. (Eds.) Mirrors for Behavior II: An Anthology of Observation Instruments. Philadelphia: Research for Better Schools, 1970.

WAYS OF LEARNING INVENTORY

Directions

A number of ways we learn are described in this inventory. Each item describes one of the ways. Read each item and decide how helpful the way is in helping you to learn in school. Use the following key to answer each item:

Mark 5 if the way or activity is extremely helpful to you in learning

Mark 4 if the way or activity is very helpful to you in learning

Mark 3 if you are not sure whether the way or activity is helpful to you in learning

Mark 2 if the way or activity is not helpful to you in learning

Mark 1 if you feel the way or activity hinders or prevents you from learning

Items 1-50 are on the first page and the answers should be recorded in the answer spaces labeled 1-50

Items 51-100 are on the second page of the inventory and answers should be recorded in the spaces labeled 51-100.

NAME _____ GRADE_____

SCHOOL_____

		1	2	3	4	5
1.	Taking a test	1.				
2.	viewing a filmstrip by myself	2.				
3.	completing a work sheet	3.				
4.	correcting a test myself	4.				
5.	listening to the teacher talking about a topic	5.				
6.	watching a demonstration	6.				
7.	watching an experiment	7.				
8.	listening to a record or tape	8.				
9.	doing homework	9.				
10.	reading my textbook	10.				
11.	using an encyclopedia	11.				
12.	looking at a bulletin board	12.				
13.	watching television	13.				
14.	watching a movie	14.				
15.	asking the teacher questions	15.				
16.	making up questions to ask the teacher and class	16.				
17.	doing an exercise in a workbook	17.				
18.	discussing a topic with some of my class	18.				
19.	performing an experiment	19.				
20.	making a tape	20.				
21.	writing answers to questions in my textbook	21.				
22.	making a bulletin board	22.				
23.	discussing a television program	23.				
24.	playing a game	24.				
25.	helping other to do their school work	25.				
26.	answering questions of others in the class about a lesson	26.				
27.	discussing with the teacher the results of a test	27.				
28.	talking about my school work with my parents	28.				
29.	taking notes on what I am reading	29.				
30.	giving a book report to my class	30.				
31.	writing a paragraph on a topic assigned by the teacher	31.				
32.	working on a project by myself	32.				
33.	participating in a spelling bee	33.				
34.	working the library or reference room	34.				
35.	working with programmed materials	35.				
36.	discussing test results with the guidance counselor	36.				
37.	playing number games with my classmates	37.				
38.	painting a mural for class	38.				
39.	singing songs about topics	39.				
40.	giving a speech or report to the class on a topic I selected	40.				
41.	answering the questions the teacher asks	41.				
42.	working on an experiment with a group of students	42.				
43.	discussing problems with a student teacher	43.				
44.	working on a project with people who have the same interest	44.				
45.	being able to chose what I want to study	45.				
46.	reading aloud my assignments	46.				
47.	working with a reading machine	47.				
48.	reading my lessons silently	48.				
49.	getting a grade on a test	49.				
50.	working at my desk	50.				

Name_____ Grade_____
School_____

		1	2	3	4	5
51. just knowing I am doing my lessons right	51.					
52. having the teacher tell me I am wrong	52.					
53. discussing topics individually with the teacher	53.					
54. having the teacher tell me when I am bad	54.					
55. checking my assignments myself	55.					
56. working on the floor	56.					
57. role playing or acting	57.					
58. having the teacher praise me	58.					
59. drawing a picture on a topic you are studying	59.					
60. receiving a report card	60.					
61. writing a play or skit on a topic studied	61.					
62. demonstrating something to the class	62.					
63. working in the library or resource center	63.					
64. being in a play	64.					
65. watching a filmloop by myself	65.					
66. having the teacher tell me I am right	66.					
67. using a calculator or adding machine	67.					
68. making a field trip	68.					
69. demonstrating something to my workgroup	69.					
70. listening to people from the community talk on topics to class	70.					
71. having my parents tell me I am doing well in school	71.					
72. being helped at my seat by a teacher aid	72.					
73. working in a group with my friends	73.					
74. tracing a map	74.					
75. by being able to work as fast or slow as I want to	75.					
76. having the lesson or story read to me by the teacher	76.					
77. solving problems	77.					
78. knowing the teacher likes me	78.					
79. studying where it is quiet	79.					
80. looking at slides	80.					
81. studying what the teacher tells me is important	81.					
82. using a globe	82.					
83. studying what the class wants to study	83.					
84. by my reading a story or lesson aloud to the class	84.					
85. being expected to finish an assignment by a certain time	85.					
86. talking about schoolwork with my friends	86.					
87. studying with music	87.					
88. making a model	88.					
89. knowing the teacher dislikes me	89.					
90. asking the teacher aide questions	90.					
91. studying what I want to study	91.					
92. working individually with the resource teacher	92.					
93. using computer assisted programs	93.					
94. asking the librarian or resource teacher questions	94.					
95. dancing and using physical movement	95.					
96. asking questions of my classmates	96.					
97. helping students in lower grades with their school work	97.					
98. asking students in higher grades for help	98.					
99. discussing my homework with my parents	99.					
100. listening to my classmates discuss the lesson	100.					

SCHOOL ENVIRONMENT INVENTORY

1. I can understand the subjects I am studying in school.
2. I can apply what I learn outside of school.
3. I learn to appreciate different kinds of art in school.
4. What I learn in school helps me to understand myself socially, physically and emotionally.
5. My teachers give me information about my ability.
6. The teachers personally try to help me learn.
7. I am learning about the needs of my community.
8. My parents are asked by the school to help plan the program.
9. All the teachers correct me when I speak incorrectly.
10. Teachers bring in materials and speakers from the community to make class more interesting.
11. There are chances for me to participate in sports activities with students from other schools.
12. I learn how to use the library.
13. The school has adequate recreational facilities.
14. I have learned how to get along with people different than I am.
15. I am not afraid in new situations.
16. I work in groups of students who learn at about the same rate I do.
17. I am asked to set my goals and tell how well I have achieved them in class.
18. I like my classes.
19. I do not write in my books unless I am told to do so.
20. I do not fool around in the cafeteria at meal time.
21. I do not waste my time in school.
22. I try as hard as I can to learn.
23. I have a chance to study what I am interested in.
24. I can get additional help from special teachers if I need it.
25. I am encouraged to read books which interest me when I have free time.
26. I can learn to play different types of musical instruments at the school if I am interested.
27. There are clubs at my school which I can join if I am interested.
28. I have been taught how to run a film projector, tape recorder or filmstrip projector in school.
29. I enjoy the assembly programs.
30. Teachers encourage student activities.
31. I am helped by teachers to make my future plans.
32. I learn about the human and physical environment in school.
33. I am helped to decide what is good music.
34. I can use the school library during the summer.
35. I can understand the material the teachers are presenting.
36. My teachers know what they are teaching.
37. Teachers help me to know what is right and wrong.
38. I have learned to be a better student in school.
39. The teacher encourages me to participate in school activities.
40. I can write as well as other students in my grade.
41. I can solve most of my own problems.
42. The teachers encourage me to stay at home when I am ill.
43. The principal is friendly.
44. My teachers use different methods of instruction.
45. My parents are invited to come to school to see my progress.
46. I am asked by the teachers to paint murals.
47. I learn proper eating habits in school.
48. I do not copy from other students.
49. There are many chances to learn how we should act in public.
50. The time we spend on each subject is not always the same.
51. School is preparing me to be a good citizen.
52. I belong to a hobby group or club at my school.
53. I learn much in school about current events.
54. My teachers speak clearly and I can understand what they have to say.
55. I have learned in my classes about local history and culture.
56. I am developing my ability to express myself in art.
57. I have a chance to participate in class or school plays.
58. The subjects I study seem important to me.
59. What I learn in school is practical.
60. I learn to appreciate different types of music in school.
61. I understand the students of my age and grade.
62. Teachers tell me what my test scores mean.
63. I am provided with the textbooks, workbooks, and other materials that I need to study.
64. School makes me feel important.
65. I am asked by the teacher to help plan what the class or I will study.
66. All the teachers correct me when I use the wrong grammar.
67. The teachers give me tests to understand why I have difficulties.
68. In school I learn activities that are useful to me when I have free time.
69. Teachers are concerned about my writing.
70. In our clubs and classes students elect officers who run the organizations.
71. I can decide what to do in new situations.
72. I work with students in groups who know about as much as I do about the subject we are studying.
73. I am corrected by the teachers when I do not speak clearly.
74. The school program is interesting.
75. I do not destroy school property.
76. I keep quiet during assembly programs.
77. I keep busy with class work in school.
78. I am asked by the teachers to tell of my experiences that relate to what we are studying.
79. The teachers take up topics which we need to know.
80. I am encouraged to read for my enjoyment.
81. The teacher tells me the mistakes I make in my homework.
82. I can listen to records of different types of music.
83. I have a chance to write articles for a school or class newspaper.
84. I know the meaning of the standardized tests that are given.
85. The assembly programs are interesting.
86. The principal encourages student participation in all types of school activities such as clubs and sports.

(over)

87. I am helped by my teachers and guidance counselor to plan my courses for the next year.
88. I am asked by teachers to make nature studies.
89. I am helped to decide what is good art.
90. I can use the school playground during the summer.
91. I have a good idea what I am to learn in my classes.
92. Classes are well organized.
93. School helps me become a better shopper.
94. I have learned in school to appreciate our culture.
95. I have a good knowledge of reading, writing, and arithmetic.
96. I can work the arithmetic problems as well as others in my grade.
97. I know how to solve most of my own personal problems.
98. Teachers stay at home when they are ill.
99. The principal supports the student activities.
100. The teachers tell us about the special services available at the school.
101. The school has available any type of material I need to do a laboratory study or individual project.
102. I am asked by the teacher to present material to the class.
103. I learn what types of foods are best for me.
104. I am encouraged to do my own work.
105. Assignments make us use the school and public library often.
106. Group activities are provided for both boys and girls.
107. I am proud of my school.
108. The teachers show me ways to study my lessons.
109. I learn the meaning of democracy in my classes.
110. I feel that I am part of the school.
111. I read newspapers and magazines for class.
112. I am developing my ability to express myself in music.
113. I would like to attend school in the summer.
114. I am interested in what I am learning.
115. I have a chance to develop my talents in special areas that interest me.
116. What I learn in one class often seems to help me in another class.
117. I study human growth and development.
118. When I do not understand as well as the other members of the class, I receive help from the teacher.
119. What I have learned in the previous grade helps me now.
120. I can find the type of books I like to read in the school library.
121. When I do not do as well as I should on a test, the teachers talk with me about the reasons.
122. All the teachers circle or mark the words I spell wrong.
123. There are chances for me to participate in sports activities with other students in our school.
124. I learn how I should behave at all times.
125. I enjoy making field trips.
126. I participate in group activities.
127. I have learned how to get along with other students.
128. I have a chance to participate in group activities with other students.
129. I am asked by the teacher to judge how well I am doing in the class.
130. I enjoy school.
131. I do not mark my desks.
132. I am well behaved even if the teacher is not in the room.
133. My teachers give me different types of tests.
134. I do the best work I can in school.
135. The teachers plan topics around our interests.
136. I have a chance to work with all kinds of art materials.
137. I am given time to read books I want to read.
138. The teacher tells me the errors I make in writing my paragraphs.
139. I learn about the different kinds of instruments in a band or an orchestra.
140. Our class or our school publishes a newspaper.
141. I understand the meaning of the scores that I make on standardized tests.
142. There are a wide variety of types of assembly programs presented.
143. New students are told by the teachers about the school program and the community.
144. I am helped by my teacher and guidance counselor to get along with other students.
145. My teachers and classes help me to decide what is a good television program.
146. I learn how to judge what is a good movie or a good play.
147. There are summer classes I can take if I want to.
148. My teachers spend much time in preparing for their classes.
149. School makes me feel that I am a better person.
150. I am able to locate the information I need to know for class.
151. The teacher encourages me to participate in classroom activities.
152. I can read as well as I should.
153. I have a good understanding of myself.
154. I can talk to the guidance counselor if I need to.
155. The principal is a helpful person.
156. My teachers try different materials.
157. My parents are contacted by the teacher when I am having trouble in school.
158. I am asked by the teacher to make posters.
159. I have a chance to discuss what I am studying with my teachers and other students.
160. I do not cheat on tests.
161. My behavior changes because of the things I learn in school.
162. We have adequate space and equipment for recreation.
163. The size of class groups depends on our needs.
164. I participate in homeroom activities.
165. I am helped by my school to become a better member of my family.
166. I am helped to make my own choice about the courses I take and the activities in which I participate.
167. I understand how I am to take the tests in my classes.
168. I have learned about my community and state.
169. I like to attend school every day.
170. I am able to study or work with students who learn at about the same rate as I do.

PUPIL RATING OF TEACHER

GRADE_____ SCHOOL_____ DATE_____

TEACHER_____

Read each question and circle the way you feel.

1. Did the teacher know what he was teaching?
   All the time___ Most of the time___ Some of the time___
   None of the time___
2. Was the teacher prepared for class?
   Well prepared___ Usually prepared___ Poorly prepared___
   Never prepared___
3. Did you know what you were to do in class?
   All of the time___ Most of the time___ Some of the time___
   None of the time___
4. Did the teacher use different ways of teaching?
   A wide variety___ Some___ A few___ Classes were all alike___
5. Were the tests fair?
   All the time___ Most of the time___ Some of the time___
   None of the time___
6. Could you understand what was being taught?
   All the time___ Most of the time___ Some of the time___
   None of the time___
7. Did the teacher grade you fairly?
   All the time___ Most of the time___ Some of the time___
   None of the time___
8. How were the tests which the teacher gave to you?
   Too easy___ Okay most of the time___ Too hard___
9. Was the teacher willing to help you when you needed it?
   All the time___ Most of the time___ Some of the time___
   None of the time___
10. Did the teacher arouse your interest in school?
    All the time___ Most of the time___ Some of the time___
    None of the time___
11. Did the teacher have a sense of humor?
    All the time___ Most of the time___ Some of the time___
    None of the time___
12. What is your overall rating of the teacher?
    Excellent___ Very Good___ Good___ Poor___ Very Poor___
13. If you were asked to give the teacher a grade for his teaching, what grade would you give?
    A___ B___ C___ D___ F___

If you have any additional comments about the teaching of your teacher, please write them on the back.

TEST ADMINISTRATION GUIDE

BEFORE THE TESTING DATE

1. Understand nature and purposes of the testing
   a. Tests to be given
   b. Reasons for giving tests
2. Decide on number to be tested at one time
3. Decide on seating arrangements
4. Decide on exact time of testing
   a. Avoid day before holiday
   b. Avoid conflicts with recess of other groups
   c. Make sure there is ample time
5. Procure and check test materials
   a. Directions for administering
   b. Directions for scoring
   c. Test booklets
      (1) One for each pupil and examiner
   d. Answer sheets
      (1) One for each pupil and examiner
   e. Pencils (regular or special)
   f. Stopwatch or other suitable timer
   g. Scoring keys
   h. "Testing—Do Not Disturb" sign
   i. Other supplies (scratch paper, etc.)
6. Study test and directions carefully
   a. Familiarize yourself with:
      (1) general make-up of test
      (2) time limits
      (3) directions
      (4) method of indicating answers
   b. Take the test yourself
7. Arrange materials for distribution
   a. Count number needed
8. Decide on order in which materials are to be distributed and collected
9. Decide what pupils who finish early are to do

JUST BEFORE TESTING

1. Put up "Testing—Do Not Disturb" sign
2. See that desks are cleared
3. See that pupils have sharpened pencils
4. Attend to toilet needs of pupils
5. Check lighting
6. Check ventilation
7. Make seating arrangements

DURING TESTING

1. Distribute materials according to predetermined order
2. Caution pupils not to begin until you tell them to do so
3. Make sure that all identifying information is written on booklet or answer sheet
4. Read directions exactly as given
5. Give signal to start
6. Write starting and finishing times on the chalkboard
7. Move quietly about the room to:
   a. make sure pupils are marking answers in the correct place
   b. make sure pupils are continuing to the next page after finishing the previous page
   c. make sure pupils stop at the end of the test
   d. replace broken pencils
   e. encourage pupils to keep working until time is called
   f. make sure there is no copying
   g. attend to pupils finishing early
8. Permit no outside interruptions
9. Stop at the proper time

JUST AFTER TESTING

1. Collect materials according to predetermined order
2. Count booklets and answer sheets
3. Make a record of any incidents observed that may tend to invalidate scores made by pupils

——From Test Service Bulletin #102, Harcourt, Brace & World
By George A. Prescott

Individualization of Instruction Inventory

Betty Coody
Ben M. Harris

This inventory is intended for use by teachers and others as they consider the amount and type of individualization of instruction actually occurring in a given classroom. Descriptive ratings on the twenty lettered items below permit the user to make an objective analysis of teaching *as observed*. A teacher may describe himself or have another observer describe him using this inventory.

Circle the number on each five-point scale below that *best* describes the teaching under consideration.

a. Pupils do advanced level or enrichment work.

5	4	3	2	1
Nearly half of the pupils do obviously advanced level or enrichment work.		Several pupils do advanced level or enrichment work.		No pupil does advanced level or enrichment work.

b. The arrangement of furniture promotes flexible groupings.

5	4	3	2	1
Desks and chairs are arranged in varying patterns for a variety of types of work.		At least one special arrangement is provided for group work.		All desks and chairs are arranged in rank-and-file or other uniform pattern.

c. Materials used are at different levels of difficulty.

5	4	3	2	1
All pupils work with materials that reflect different levels of difficulty.		Nearly half the pupils use materials reflecting several different levels of difficulty.		All pupils use the same material.

d. Pupils lead the class or groups within the class.

5	4	3	2	1
Teacher arranges for one or more pupils to lead the class or a group for a substantial period of time.		One or more pupils are permitted to lead the class or a group but only for brief moments.		No pupil is permitted to lead the class or a group.

Betty Coody teaches at Lamar University, Beaumont, Texas. Ben Harris teaches at the University of Texas at Austin. This inventory was developed by them for use as a self-rating instrument for elementary teachers.

e. A variety of assignments is made to individuals and small groups.

5	4	3	2	1
Identical assignments are given only to small groups.		Identical assignments are given to all of the class only occasionally.		All pupils are given identical assignments most of the time.

f. Pupils work independently in intra-class groups.

5	4	3	2	1
Pupils work in small groups with little direction for prolonged periods of time.		Most pupils work independently in small groups for short periods of time.		Pupils work in small or large groups under the direction of the teacher at all times.

g. A variety of reference material is in use by both the teacher and the pupil.

5	4	3	2	1
Encyclopedias, dictionaries, atlases, supplementary texts, and other materials that are available are being used extensively.		Encyclopedias, dictionaries, etc., are used but in limited ways.		Little or no reference materials is being used.

h. Pupils help each other with their work.

5	4	3	2	1
Pupils frequently help each other in constructive ways.		Pupils help each other on occasion.		Pupils attend strictly to their own individual tasks at all times.

i. Routine duties are being shared by pupils in a planned fashion.

5	4	3	2	1
Systematic procedures are employed to assure each student an opportunity to assume his share of responsibility.		Students have opportunities to share in assuming routine responsibilities; this is not systematic but assured.		There is little or no pupil sharing of routine duties.

j. There is freedom of movement within the class.

5	4	3	2	1
Pupils are permitted to change work stations as needs arise.		Teacher suggests or approves all changes that are made in work stations.		Pupils remain at work stations for nearly all activities.

k. A wide variety of teacher-made materials such as work sheets, games, transparencies, charts, and other aids is in use.

5	4	3	2	1
These materials are used frequently and in great variety.		These materials are used periodically but only in limited variety.		These materials are used sparingly or not at all.

l. Pupils are permitted to help in planning learning activities.

5	4	3	2	1
All pupils are actively involved in short- and long-range planning.		Pupils are permitted to offer suggestions for teacher planning.		Pupils are permitted little or no opportunity to help with planning.

m. Pupil participation is differentiated so as to be active, challenging, and purposeful to each individual.

5	4	3	2	1
All pupils participate actively with purposes that challenge their different abilities.		Pupils participate actively with purposes that challenge most.		Pupils participate passively with purposes that challenge only a few.

n. Intra-class groups vary in size and number to reflect pupil needs.

5	4	3	2	1
Groups range from one person to as much as half the class.		Groups vary in size, but only two or three groups are employed.		No intra-class grouping is employed.

o. A variety of newspapers, pamphlets, and magazines is in use.

5	4	3	2	1
Pupils use a variety of magazines and and newspapers as a regular part of their work.		Pupils use few newspapers and magazines occasionally.		Pupils make little use of any newspapers or magazines.

p. Pupils find and correct their own errors.

5	4	3	2	1
Pupils are encouraged to find and correct their own mistakes and to look for reasons.		The teacher points out errors and asks pupils to correct them.		The teacher finds and corrects mistakes for pupils.

q. Pupils reflect an interest in the class work.

5	4	3	2	1
Nearly every pupil reflects interest in the assigned work.		Most pupils reflect interest in the assigned work.		Most pupils appear to have little or no interest in assigned work.

r. Intra-class groupings are flexible and task-oriented.

5	4	3	2	1
Small groups are formed and changed frequently to serve a variety of instructional purposes.		Small groups are formed and changed occasionally for some special purpose.		Small groups, if formed, are fairly permanent arrangements retained for months.

s. A variety of library books is in use.

5	4	3	2	1
Pupils use a wide variety of library books both within and outside the classroom.		Pupils use a variety of library books as recreational reading but sparingly for class assignments.		Pupils make limited use of library books.

t. Pupils are held responsible for their own actions.

5	4	3	2	1
The teacher leaves pupils free to carry out assignments independently.		The teacher gives advice to pupils while assignments are being carried out.		The teacher closely directs, checks, and advises pupils while assignments are being carried out.

u. Regular teachers work with individual pupils.

5	4	3	2	1
Teacher works with individuals during each activity for extended periods of time.		Teacher works with individuals during some activities but mostly for brief periods of time.		Teacher does not work on individual basis except for fleeting moments or in emergencies.

v. Special teachers work with individual pupils.

5	4	3	2	1
Special teachers devote most of their time to working on a one-to-one basis.		Special teachers work predominately with small groups but give some time to individuals.		Special teachers work most of the time on a small or large group basis.

w. All pupils serve as tutors of others.

5	4	3	2	1
Nearly all pupils serve as tutors on a daily basis.		Most pupils serve at tutors, some on a daily basis, others less frequently.		Few pupils serve as tutors except on an occasional basis.

x. Resource persons are used to assist individual pupils.

5	4	3	2	1
A variety of resource people serve at tutors on a daily basis.		A few resource people serve at tutors on a fairly regular basis.		A few resource people serve as tutors on an occasional basis.

y. Tutorial arrangements are planned and coordinated.

5	4	3	2	1
Tutorial assignments of teachers, pupils, and resource people are planned and coordinated, so confusion or inappropriate activities are rare.		Most tutorial assignments are preplanned and coordinated, but some last-minute arrangements are observed.		Tutorial assignments are coordinated primarily by tutors themselves; preplanning is not clearly evident.

PROFILE FOR INDIVIDUALIZATION

Directions:

Analyze the ratings previously made. Transfer the numerical rating for each item to the corresponding blank below. Sum the ratings for each cluster of items, and enter these totals in the boxes at the right designated A, B, C, and D. Sum all ratings for the total in the last box.

Class_____ No. of Pupils_____ Date_____ Teacher_____

Ratings by_____ Time of Observation_____ to_____

Topic and Subject_____

Individualization of Instruction Inventory

I. *Intra-Class Grouping*

Items:
- b. Furniture arrangement ..... _____
- f. Independent work ..... _____
- j. Free movement ..... _____ I.
- n. Group size ..... _____
- r. Group flexibility ..... _____

II. *Variety of Materials*

Items:
- c. Different levels ..... _____
- g. Reference materials ..... _____
- k. Teacher-made materials ..... _____ II.
- o. Periodicals ..... _____
- s. Library books ..... _____

III. *Pupil Autonomy*

Items:
- d. Pupil leadership ..... _____
- h. Mutual assistance ..... _____
- l. Pupil planning ..... _____ III.
- p Self-evaluation ..... _____
- t. Pupil responsibility ..... _____

IV. *Differentiated Assignments*

Items:
- a. Advanced or enriched ..... _____
- e. Variety ..... _____
- i. Routine duties ..... _____ IV.
- m. Active, challenging, and purposeful ..... _____
- q. Interesting ..... _____

V. *Tutoring*

Items:
- u. Regular teacher ..... _____
- v. Special teachers ..... _____
- w. Pupil tutors ..... _____ V.
- x. Resource tutors ..... _____
- y. Planned and coordinated ..... _____

TOTAL INDIVIDUALIZATION .....